DOCUMENT RESUME

ED 465 212 EA 031 692

TITLE	Principals and After-School Programs: A Survey of PreK-8 Principals.
SPONS AGENCY	National Association of Elementary School Principals, Alexandria, VA.
PUB DATE	2001-08-00
NOTE	113p.; Survey designed and conducted by Belden Russonello & Stewart Research and Communications in association with KSA-Plus Communications, Inc. and NAESP.
AVAILABLE FROM	For full text: http://www.naesp.org/afterschool/report.pdf.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Administrator Attitudes; After School Education; *After School Programs; Child Safety; Elementary Education; *Principals

ABSTRACT

Changing dynamics of the American family is putting pressure on public schools to provide after-school programs (ASPs). These programs can help children learn positive social skills and receive help with academic subjects in safe, caring, and enjoyable environments. This report provides analysis of a survey of 800 public school principals that was developed to document the prevalence and characteristics of ASPs in elementary and middle schools, to identify what principals consider the successes and challenges facing their ASPs, and to help the National Association of Elementary School Principals (NAESP) identify ways it can help its members and non-members strengthen, maintain, or establish ASPs. The research found that ASPs are now prevalent around the country. Principals see their programs as very successful and an important aspect of their school. However, many of these programs are potentially fragile because of funding and staffing challenges to keeping them functioning. Principals express a desire to expand their ASPs to serve more students and to provide more activities. An appendix contains the survey questionnaire and response totals. (RT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 465 212

BELDEN RUSSONELLO & STEWART
RESEARCH AND COMMUNICATIONS

Principals and After-School Programs: A Survey of PreK - 8 Principals

for

National Association of Elementary School Principals

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

W. T. Greenleaf

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

by
Belden Russonello & Stewart

August 2001

BEST COPY AVAILABLE

1320 19TH STREET, N.W. • SUITE 700 • WASHINGTON, D.C. 20036
T: 202-822-6090 • F: 202-822-6094 • E-MAIL: BRS@BRSPOLL.COM

EA031692

Table of Contents

	Page
Introduction	1
Methodology	3
Overview	6
Detailed Findings	10
1. Reach of ASPs	10
2. Principals' perceptions of their ASP	14
a. Importance of programs	14
b. Success of programs	16
3. What do ASPs look like across the country?	23
a. Locations and hours of operation	23
b. Years in existence and size of programs	25
c. Who attends the program	27
4. What do ASPs offer students?	32
a. Help with homework and academic instruction	34
b. Recreation and sports	34
c. Linking school-day learning with the ASP	37
d. Resources available	38
5. Challenges and obstacles to expansion	41
a. Funding, staff and transportation	41
b. Barriers to expanding programs	43
6. How are the programs funded?	45
7. How did program start and continue to function?	49
a. Administration of ASP	49
b. Initial planning and establishment of program	52
8. Staffing and evaluation	59
a. Who is staffing ASPs	59
b. Supporting and evaluating staff	64

Table of Contents (Continued)

	Page
9. Looking to the future	69
a. Filling current need	69
b. Expanding current programs	70
10. Non-ASP schools	72
a. Attendance at community-based ASPs	73
b. Benefits of ASPs and plans for establishing their own programs	75
c. Challenges to starting an ASP	78
11. How can NAESP help?	81
12. Key audiences	84

Appendix: Questionnaire and response totals

List of Figures

Page

Figure 1: Importance of Maintaining ASP 14

Figure 2: Success of ASP 16

Figure 3: Impact of ASPs 20

Figure 4: Programs and Activities at the ASP 33

Figure 5: Resources for Students at ASP 38

Figure 6: Barriers to Expanding ASP 43

Figure 7: Sources of ASP Funding 45

Figure 8: Main Source of Funding 46

Figure 9: Forces Driving ASP 52

Figure 10: Planners of the ASP 54

Figure 11: Ongoing Oversight Group for Program 55

Figure 12: How Can NAESP Help? 82

Introduction

As the number of children with two working parents or in single-parent households has increased, so has the need for safe and nurturing environments during the hours between the close of the school day and parents' return from work. The majority of children's waking hours (70% to 90%) is spent outside of the schoolroom[1], and this time offers opportunity for positive experiences as well as problems to occur. Along with concerns about juvenile violence and low student achievement, the changing dynamics of the American family have increased the pressure on public schools to provide after-school programs (ASPs). These programs can help children learn positive social skills and receive help with academic subjects – in safe, caring, and enjoyable environments.

With funding from the Charles Stewart Mott Foundation, the National Association of Elementary School Principals (NAESP) has undertaken a landmark project to extend awareness and the use of standards for quality school-age childcare, and to determine ways to assist in the expansion of high quality ASPs. One piece of this project is a survey of principals to determine the extent of their involvement and interest in ASPs, and their ongoing needs for training and support.

This report provides analysis of the survey among public school principals conducted by Belden Russonello & Stewart (BRS) in collaboration with KSA-Plus. As a next step, KSA-Plus will interview a number of the surveyed principals who reported successful ASPs. KSA-Plus will use this information to develop case studies and advice that principals (NAESP members and non-members alike) can use to improve their own practice.

[1] Miller, B.M. (1995, March/April). *How Children Spend Out-Of-School Time. Child Care Bulletin, 2:3.*

The survey was developed with the following research objectives:

- To document the prevalence and characteristics of ASPs in elementary and middle schools;
- To identify what principals consider the successes and challenges facing their ASPs; and
- To help NAESP identify ways it can help its members and non-members strengthen, maintain, or establish ASPs.

Methodology

The national survey of 800 principals of public schools with grades PK/K-8 was conducted May 24 through June 18, 2001 by telephone. Half of the interviews (n=400) were conducted with principals who are members of the NAESP and half (n=400) were with non-members of NAESP. The sample for this survey was drawn by NAESP from its national list of public school principals compiled by Market Data Retrieval.

The questionnaire used in this study was designed by BRS in conjunction with NAESP staff and KSA-Plus. The fieldwork was conducted by telephone using a computer-assisted telephone interviewing (CATI) system. A team of professional, fully trained telephone interviewers administered the survey. Principals were called during the day at their schools. If the principal was not available for an interview at the time of initial contact, a 1-800 number was given for the principal to call back at his or her convenience.

Before the fieldwork began, BRS conducted two pre-tests of the survey instrument. Based on the results of the pre-test and a debriefing of the interviewers, the questionnaire was revised in several areas. The interviewing and data collection were closely monitored at all stages by BRS. A senior BRS analyst carefully edited and coded all the open-ended questions in the survey.

To help you read this report

The full questionnaire is attached as an appendix. Tables included in the text of this report highlight relevant survey findings and are expressed in percentages. The base for each table is indicated on the table. In reading these data, when the percent sign (%) appears at the top of a column, the numbers add vertically; when % appears at the left of a row, the numbers add horizontally. An asterisk (*) indicates less than 1% and a double hyphen (--) indicates zero.

Percentages may add to more or less than 100% due to rounding, omission of "don't know," "refused," and other responses, or, due to multiple response questions.

All the questions in this study have been cross tabulated by relevant characteristics such size of school and region. When looking at the tables, most of the categories used are self-explanatory. Others that benefit from explanation are these:

Region is based on the Census definition of geographic region in the United States. The regional breaks are:

Northeast	**Midwest**	**South**		**West**
Connecticut	Illinois	Alabama	Tennessee	Alaska
Maine	Indiana	Arkansas	Texas	Arizona
Massachusetts	Iowa	Delaware	Virginia	California
New Hampshire	Kansas	DC	West Virginia	Colorado
New Jersey	Michigan	Florida		Hawaii
New York	Minnesota	Georgia		Idaho
Pennsylvania	Missouri	Kentucky		Montana
Rhode Island	Nebraska	Louisiana		Nevada
Vermont	North Dakota	Maryland		New Mexico
	Ohio	Mississippi		Oregon
	South Dakota	North Carolina		Utah
	Wisconsin	Oklahoma		Washington
		South Carolina		Wyoming

% free lunch refers to the percent of students in the respondents' school who receive free lunch. This variable is based on estimates provided by the principals.

School size refers to the number of students in the respondents' school. This variable is based on estimates provided by the principals.

Years in operation refers to the number of years the ASP has been in existence.

Number of students in ASP is the principal's estimate of students attending the ASP.

Grade level refers to the grades served by the program.

Overview

The survey of 800 principals of public schools serving pre Kindergarten through 8th grade was conducted for the National Association of Elementary School Principals by Belden Russonello & Stewart, in collaboration with KSA-Plus. The Spring 2001 survey examined the existence and characteristics of after-school programs (ASPs) across the country.

The research finds that after-school programs are now prevalent around the country. The principals see their programs as very successful and an important aspect of their school. Most report that their after-school care success rests on their providing academic support to students and a safe place for children during the hours between the close of school day and before they return home.

However, many of these programs are potentially fragile. A majority of the ASPs have only recently been established and the elementary and middle-school principals report funding and staff challenges to keeping them functioning.

Looking to the future, principals express a desire to expand their programs to serve more students and to provide more activities. The main barriers standing in their way, however, are finding enough funding and adequate staff.

The reach of ASPs

Two-thirds of the preK to 8th grade public school principals (67%) report that their school or school district offers an ASP for students. Fifteen percent say their schools are actively developing or considering a program, while two in ten (19%) have not considered or decided against establishing a program.

Principals in larger schools (500+ students) and in the Western states are more likely than others to report an ASP.

The establishment of an ASP is a fairly recent event for many of these principals. Six in ten (59%) of the programs have been set up in the last five years and three in ten (29%) have existed for less than three years.

Most of the principals report the programs are located at their schools' site (95%), cater to a variety of students and provide a range of services including help with homework (96%), recreational sports (78%), and computers and technology instruction (62%).

A plurality of the principals (37%) reports being personally responsible for the administration of the program. The rest of the programs are run by a director hired by the school or district (25%), by a private provider (18%), or by one of the school's teachers (12%).

Success of programs

Principals with an ASP consider the programs "extremely" important (77%) and "very" successful (57%). Improving student academics (34%) and providing a safe place for students (26%) are offered as the programs' biggest achievements.

Principals report that their programs provide a range of activities and instruction. A major part of the programs is help with homework. Almost all these principals (96%) report that assistance with homework and tutoring is a major (74%) or minor part (22%) of their program.

Two-thirds (67%) of principals also report that there is a strategy in place for linking after-school learning activities with the students' school-day classroom learning.

To a lesser degree, principals report recreation and sports as being a part of their programs (45% major; 33% minor part).

While majorities of all the programs have some focus on homework and academic subjects and credit their programs with improving student achievement, newer programs (five years or less) and poorer schools are more focused in these areas than older programs and those in wealthier schools.

Challenges facing the programs

Along with the successes, the elementary and middle-school principals report that their ASPs face challenges. Adequate funding (56%) and staff problems (49%) are the aspects of the programs principals find the most troubling and stand in the way of expansion.

Transportation problems, mainly providing transportation for children to get home, also are volunteered as an area of concern, especially by principals with programs that serve older students -- in the 5th through 8th grades.

Availability of funds is a challenge, particularly for principals with programs established less than three years ago and in high-poverty schools.

Among those principals who currently do not have an after-school program, funding (82%) and staff (54%) concerns are the most often cited reasons for not starting a program.

Non-ASP principals

Principals without an ASP are more likely to be found in smaller schools (those with an enrollment of fewer than 500 students) and in the Northeast.

Among the 34% of principals who do not have an ASP, 24% have a plan for a program in active development, 19% are considering a program, nearly four in ten (38%) have not considered a program, and two in ten (18%) have decided against starting a program.

Principals in poorer schools who have no ASP are more likely than others to say that establishing an ASP is "extremely" important to them, and to report that lack of money is what stands in their way.

NAESP's Role

The type of help principals with and without an ASP would most like to receive to assist them in maintaining or establishing a program includes:

- assistance in writing grant proposals (46% very helpful);
- collection and dissemination of promising after-school practices (47%); and
- professional development for ASP staff (46%).

Not surprisingly, principals who need the most help with their existing programs include those in higher poverty schools and those with less well-established programs.

Principals currently without a program are particularly interested in receiving assistance in writing grant proposals.

Detailed Findings

1. Reach of ASPs

Two-thirds of elementary and middle school principals (67%) report that their school or school district offers an ASP for their students. Fifteen percent say their school is actively developing or considering a program, while two in ten (19%) have not considered starting an ASP or have decided against establishing a program.

A quarter (27%) of the principals reports both an after-school and a before-school program and four in ten (40%) offer only an ASP. A third (34%) of the principals' schools or school districts currently does not offer a program.

Principals most likely to have an ASP at their schools include those from schools with at least 500 students and principals in the Western states. Principals in the Northeast are less likely than their peers in other parts of the country to say their school or school district offers an ASP.

NAESP member principals and those in wealthier schools are more likely than others to offer **both** a before and an after-school program for their students.

Ten percent of the principals identify their schools as a 21st Century Community Learning Center.

After-School Programs

Q1. Does your school or school district offer a before-school or an after-school program for students?
IF NOT At this point, are you considering starting an after-school program, have you decided against having an after-school program, or have you considered the issue?

	Have ASP	Considering ASP	Not Considering/ Decided Against
Total	**67%**	**15**	**19**
NAESP Member	66%	16	18
Non-member	67%	13	19
School Size			
<300	61%	15	23
300-500	60%	19	21
500+	76%	11	14
% Receiving Free Lunch			
<25%	68%	12	20
26%-50%	61%	16	22
51%+	70%	16	13
Region			
Northeast	59%	18	23
Midwest	66%	14	19
South	64%	17	18
West	76%	10	15

After-School Programs

Q1. Does your school or school district offer a before-school or an after-school program for students?

	NET ASP	ASP Only	ASP and BSP*	No ASP
Total	**67%**	**40%**	**27**	**34**
NAESP Member	**66%**	36%	31	34
Non-member	**67%**	44%	23	33
School Size				
<300	**61%**	37%	24	39
300-500	**60%**	34%	26	39
500+	**76%**	46%	29	25
% Receiving Free Lunch				
<25%	**68%**	32%	36	33
26%-50%	**61%**	40%	21	38
51%+	**70%**	46%	24	30
Region				
Northeast	**59%**	29%	30	41
Midwest	**67%**	40%	26	33
South	**64%**	39%	25	36
West	**75%**	48%	28	24

*BSP refers to before-school program.

Six in ten (63%) of the principals with an ASP report that their school or school district also provides services or classes for parents or other adults in the community.

Those more likely to offer services or classes for adults in the community include:

- Larger schools, with enrollments upwards of 500 students; and
- High-poverty schools (where majorities of the student body receives free or reduced price lunch).

Offer Classes for Adults in Community

(Based on 532 principals who have an after-school program)
Q27. In addition to the other after-school program for students, does your school or school district offer services or classes for parents or other adults in the community?

	Yes	No	Don't Know
Total	**63%**	**37**	*
NAESP Member	63%	36	1
Non-member	63%	37	--
School Size			
<300	55%	44	1
300-500	62%	38	1
500+	68%	32	--
% Receiving Free Lunch			
<25%	57%	43	1
26%-50%	61%	39	--
51%+	69%	31	1

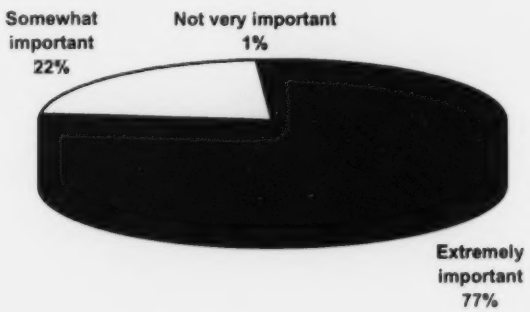
2. Principals' perceptions of their ASP

Principals with an ASP consider their programs an integral part of their schools, and feel the programs are very successful at providing care for students during the hours after school ends and before parents return home from work.

a. Importance of programs

Overwhelmingly, principals with ASPs regard their programs as important to their schools. Three-quarters (77%) say that maintaining their program is "extremely" important and 22% say it is "somewhat" important. Only about one percent consider their programs to be unimportant.

Importance of Maintaining ASP



(Based on 532 school principals who have an after-school program) Q4. Given all the program needs your school has, how important would you say it is for you to maintain an after-school program: extremely important, somewhat important, not very, or not at all important?

While large majorities of principals ascribe great importance to maintaining an ASP at their schools, those more likely than others to say the program is "extremely important" are:

- Principals of schools with well-established ASPs (6+ years); and
- Those who have larger enrollments (51+ students).

Importance of ASPs

(Based on 532 principals who have an after-school program)

Q4. Given all the program needs your school has, how important would you say it is for your school to maintain an after school program: extremely important, somewhat important, not very, or not at all important?

	Extremely important	Somewhat important	Not very important	Not at all important
Total	**77%**	**22**	**1**	**--**
NAESP Member	75%	23	2	--
Non-member	78%	21	1	--
Years in Operation				
<3 years	73%	25	2	--
3-5 years	74%	24	2	--
6+ years	81%	18	*	--
Number of Students in ASP				
<25	68%	30	2	--
26-50	73%	25	2	--
51+	85%	15	*	--

b. Success of programs

The elementary and middle-school principals give their after-school care high marks. Nearly six in ten (57%) say their program is "very" successful and 34% say it is "somewhat" successful. Fewer than one in ten (8%) regards his or her program as "just o.k." or "unsuccessful."

Success of ASP

(Based on 532 school principals who have an after-school program) Q5. Would you say that the after-school program your school offers is very successful, somewhat successful, just OK, somewhat unsuccessful, or very unsuccessful?

Members of NAESP are more likely than non-members to rate their programs as "very" successful (64% to 51%).

Others more likely to rate the programs at their schools as being "very" successful include:

- Principals of wealthier schools;
- Those with well-established programs; and
- Principals with medium to large enrollments.

Success of ASP

(Based on 532 principals who have an after-school program)
Q5. Would you say that the after-school program your school offers is very successful, somewhat successful, just ok, somewhat unsuccessful, or very unsuccessful?

	Successful		Just OK	Unsuccessful	
	Very	Smwt		Smwt	Very
Total	**57%**	**34**	**7**	*	*
NAESP Member	64%	27	8	*	*
Non-member	51%	42	6	*	--
% Receiving Free lunch					
<25%	69%	22	7	1	1
26%-50%	49%	42	8	--	--
51%+	52%	40	7	1	--
Years in Operation					
<3 years	47%	42	9	1	1
3-5 years	51%	39	8	1	--
6+ years	70%	25	5	--	--
Number of Students in ASP					
<25	36%	48	12	1	1
26-50	64%	27	9	--	--
51+	65%	33	2	--	--

The belief in the success of their ASPs is reflected in the specific benefits the principals point out as growing from their after-school care. Principals credit ASPs with accomplishing a great deal from improving student learning and providing a safe environment to helping the school connect with parents and the community.

In an open-ended question, principals volunteer that the biggest successes of their programs are improving student achievement (34%) and providing a safe place for children to go after school (26%).

Other successes mentioned by the principals include the staff and one-on-one attention given to students (11%), the focus on specific activities such as computers and technology-related instruction (11%), help given to parents by supervising the children (10%), and help with students' homework (nine percent).

Principals more likely than others to mention academic improvement as a success of the program include:

- Those in high-poverty schools; and
- In schools with programs established in the last 5 years; and
- Those with programs that serve students from grades 5 through 8.

Non-NAESP members (40%) raise improving student achievement more frequently than members (28%).

Keeping students safe and providing a safe haven for children is mentioned more frequently by:

- Principals of wealthier schools; and
- Those that have had a program for a number of years.

Biggest Success of ASP Volunteered

(Based on 532 principals who have an after-school program)

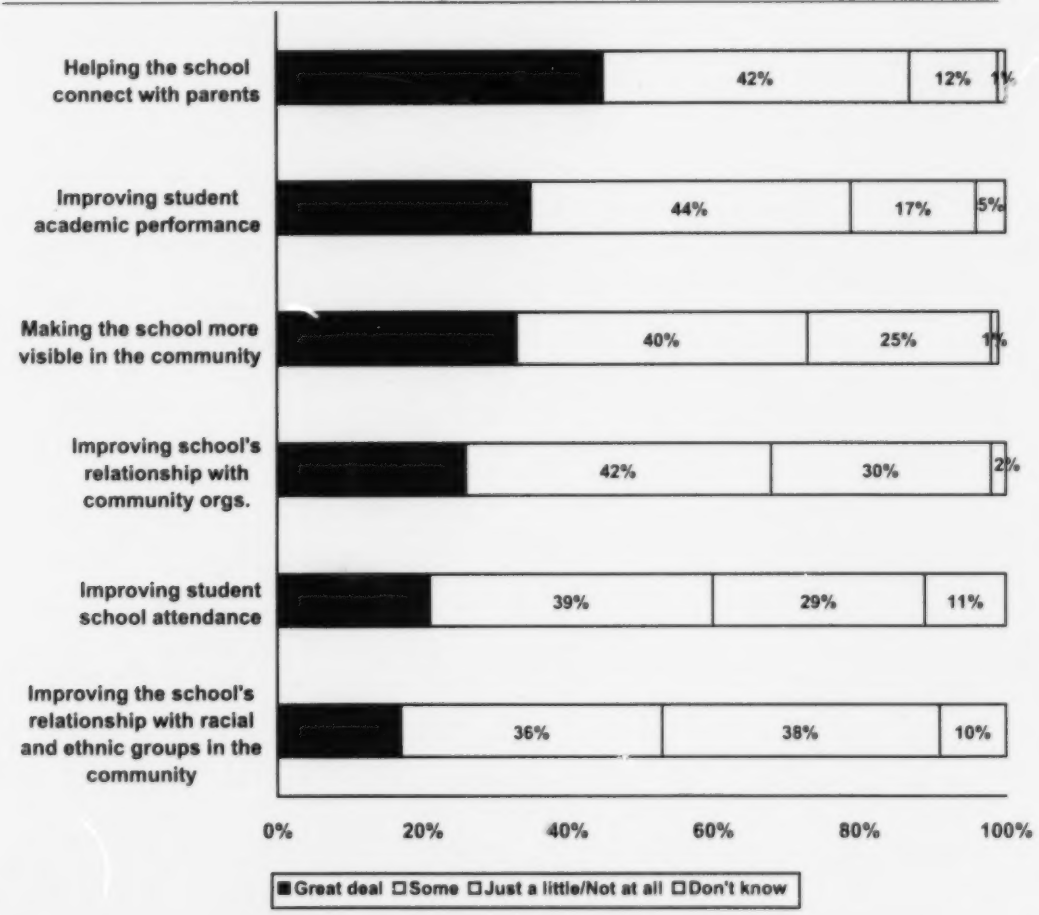
Q7. What do you consider the biggest success of your school's after-school program? [OPEN END; MULTIPLE RESPONSES ACCEPTED]

	Academic improve-ment	Safe haven	Staff/ one-on-one attn	Specific activities	Helps parents	Help w/ hmwrk
Total	**34%**	**26**	**11**	**11**	**10**	**9**
NAESP Member	28%	27	11	12	15	8
Non-member	40%	25	10	9	6	10
% Receiving Free Lunch						
<25%	23%	31	11	11	14	8
26%-50%	30%	25	10	9	11	11
51%+	49%	20	10	11	6	8
Years in Operation						
<3 years	46%	17	10	10	6	8
3-5 years	39%	26	8	11	10	11
6+ years	22%	32	13	12	13	8
Number of Students in ASP						
<25	31%	31	9	8	11	9
26-50	33%	27	12	9	8	14
51+	36%	21	10	14	12	6
Grade Level						
PK/K-5	29%	29	10	10	12	10
PK/K-8	31%	27	11	10	11	8
5-8	52%	14	11	17	3	10

In a series of closed-ended questions, principals credit their ASPs with helping the school connect with parents (87% say the program has accomplished this), improving student academic performance (79%), and making the school more visible in the community (73%).

The programs also are viewed as improving the school's relationship with community organizations (68%), improving student school attendance (60%), and improving the school's relationship with racial and ethnic groups in the community (53%).

Impact of ASPs



(Based on 532 school principals who have an after-school program) Q8a-f. How much has the after-school program accomplished _____ a great deal, some, just a little, or not at all?

When looking at segments of principals, we find a number of differences regarding specific accomplishments of the programs:

Principals with larger programs (51+ students) are more likely than others to report that their programs have contributed a "great deal" to each of the six aspects tested.

"Improving academic performance" is reported as an outcome of the program more frequently by principals in high-poverty schools and with newer programs than by others.

"Helping the school connect with parents" is ascribed to programs more frequently by principals with well-established programs (6+years) than by others.

"Making the school more visible in the community" is reported more often by principals in high-poverty schools and more well-established programs (6+ years) than by others.

In looking at responses to both the open and closed questions, we find that principals consider ASPs to contribute to student achievement on the one hand, and on the other to social, safety and community needs.

Impact of ASPs

(Based on 532 principals who have an after-school program)

Q8. How much has the after-school program accomplished _____? A great deal, some, just a little, or not at all?

(% saying "great deal")	Connect with parents	Improving academic performance	Making school more visible	Improving schl's relationship with community organizations	Improving student attendance	Improving schl's relationship with racial and ethnic groups
Total	**45%**	**35%**	**33%**	**26%**	**21%**	**17%**
NAESP Member	45%	34%	32%	24%	19%	13%
Non-member	44%	35%	35%	27%	23%	20%
% Receiving Free Lunch						
<25%	48%	29%	30%	19%	21%	12%
26%-50%	40%	30%	30%	21%	18%	15%
51%+	44%	44%	39%	36%	22%	22%
Years in Operation						
<3 years	37%	43%	31%	25%	19%	13%
3-5 years	41%	31%	31%	27%	18%	15%
6+ years	53%	32%	38%	26%	24%	20%
Number of Students in ASP						
<25	34%	25%	23%	16%	11%	10%
26-50	43%	33%	30%	23%	18%	13%
51+	53%	42%	44%	35%	29%	25%

3. What do ASPs look like across the country?

A main objective of the research is to determine the characteristics of ASPs across the country. Overall, the principals report that the programs are located on their schools' campuses, cater to a variety of students, and provide a range of services to students, especially help with homework.

a. Location and hours of operation

- Almost all the ASPs (95%) are run at the school that the students attend.
- Large majorities of the ASPs operate from 3:00 pm to 6:00 pm (71%) and five days a week (62%).

  Wealthier schools and schools that have had programs for six years or more operate longer hours and more days of the week than others.

Hours of Operation

(Based on 532 principals who have an after-school program)
Q9. What hours is the after-school program usually open on school days?

	2pm-4pm	3:30 pm-4:30 pm	3pm-6pm
Total	**10%**	**19**	**71**
NAESP Member	7%	19	74
Non-member	13%	19	68
% Receiving Free Lunch			
<25%	9%	11	81
26%-50%	9%	23	68
51%+	13%	21	66
Years in Operation			
<3years	13%	26	61
3-5 years	14%	24	62
6+ years	4%	11	85

Days of the Week that ASP Operates

(Based on 532 principals who have an after-school program)
Q10. How many days of the week is the after-school program open?

	1-2 days	3-4 days	5 days
Total	**9%**	**28**	**62**
NAESP Member	9%	25	64
Non-member	9%	30	59
% Receiving Free Lunch			
<25%	6%	16	77
26%-50%	13%	28	59
51%+	10%	38	50
Years in Operation			
<3years	17%	35	44
3-5 years	10%	38	52
6+ years	3%	14	81

b. Years in existence and size of programs

- Many of the ASPs are relatively recent additions to schools. A majority (59%) of the programs have been in existence for five years or less. A quarter (25%) have been around for six to ten years, and only 15% have been in place longer than ten years.

  Newer ASPs are smaller in size than those that have been around longer. We also find ASPs are a more recent addition in the Midwest and West than in other parts of the country.

- On average the schools have 65 students in their programs.

- Members of NAESP on average have fewer students (57 students) in their ASP than do non-members (72 students). This corresponds with the overall enrollment of member and non-members schools.

Years of Operation

(Based on 532 principals who have an after-school program)
Q20. Has the after-school program been running for less than three years, three to five years, six to ten years, or longer?

	< 3 years	3-5 years	6-10 years	10+ years
Total	**29%**	**30**	**25**	**15**
NAESP Member	30%	28	28	13
Non-member	28%	31	22	18
Number of Students in ASP				
<25	34%	37	22	6
26-50	29%	24	29	16
51+	27%	29	24	20
Region				
Northeast	21%	36	24	19
Midwest	33%	31	26	10
South	25%	29	30	15
West	35%	25	19	20

Number of Students at ASP

(Based on 532 principals who have an after-school program)

Q12. How many students from your school regularly attend the after-school program? An estimate is fine.

	Mean	<25	26-50	51-75	76+
Total	**65**	**26%**	**33**	**13**	**27**
NAESP Member	57	29%	34	12	23
Non-member	72	24%	31	13	31
School Size					
<300	45	35%	41	10	13
300-500	53	34%	36	8	21
500+	86	17%	24	17	40
% Receiving Free Lunch					
<25%	60	27%	31	15	24
26%-50%	55	35%	34	10	19
51%+	78	17%	32	14	36

c. Who attends the program

- The programs generally serve the lower grades PK through 5 (45%) or all grades PK/K-8 (38%). A minority of programs (13%) serves grades 5 to 8 only.

  Non-NAESP member principals are more likely than members to have programs that serve older children, or those in grades 5 to 8.

Grade Levels Served by ASP

(Based on 532 principals who have an after-school program)
Q11. What grade levels are served by the program

	PK/K-5	PK/K-8	5-8
Total	**45%**	**38**	**13**
Member	56%	39	5
Non-member	35%	37	21

- Four in ten principals report that 31% or more of the students attending their program receive free-lunch. However, a sizable percentage (33%) do not know.

  Nearly half (49%) of non-members report that students attending their programs receive free lunch; this is so of only 33% of NAESP member principals. Other programs that serve a large proportion of students from low-income households are those in the West and those with more recently established programs.

- Almost all the programs (89%) include children with physical or learning disabilities, especially the larger programs (51+ students).

Percentage of Students Receiving Free or Reduced Price Lunch at ASP

(Based on 532 principals who have after-school programs)

Q13. What percent of the children in the after-school program receive free or reduced price lunch? An estimate is fine

	<10%	11%-20%	21%-30%	31%+	Don't Know
Total	**18%**	**5**	**3**	**41**	**33**
NAESP Member	17%	6	2	33	43
Non-member	20%	4	4	49	23
Years in Operation					
<3 years	8%	4	3	54	31
3-5 years	15%	4	4	45	31
6+ years	28%	7	2	28	35
Region					
Northeast	21%	4	1	32	40
Midwest	16%	5	4	35	40
South	19%	5	4	44	28
West	19%	5	1	50	25

Have Children with Special Needs

(Based on 532 principals who have an after-school program)

Q17. Currently, do you have children with physical or learning disabilities in your program?

	Yes	No
Total	**89%**	**10**
NAESP Member	89%	9
Non-member	88%	10
Number of Students in ASP		
<25	84%	13
26-50	84%	14
51+	95%	4

- Most of the ASPs (78%) are open to all students. Those programs that are not open to all are limited to students requiring remediation or those in a specific grade level.

- Similarly, when asked if some students are *required* to attend the ASP, only a small percentage (13%) of the principals report that their programs have such requirements for students needing remediation.

  Programs that tend to be limited or require certain students to attend are more likely to be found in:

  - High-poverty schools; and
  - Programs that were started less than 5 years ago.

  Non-NAESP members are more likely than members to have programs that require attendance for remediation.

ASPs Open to All

(Based on 532 principals who have an after-school program)
Q14/15. Is the after-school program open to all students at your school, or is participation in the program limited? IF LIMITED: Who can attend?

	Open to all	Limited to students for remediation	Limited to students in some grades	Limited for other reasons
Total	**78%**	**10**	**5**	**8**
NAESP Member	80%	9	5	6
Non-member	76%	10	5	8
% Receiving Free Lunch				
<25%	78%	4	8	10
26%-50%	76%	14	4	6
51%+	78%	11	3	9
Years in Operation				
<3 years	70%	17	8	6
3-5 years	73%	14	5	9
6+ years	87%	1	3	7

Attendance Required at ASP

(Based on 532 principals who have an after-school program)
Q18. Are some students required to attend the after-school program for extra help with school work or other reasons? IF YES: Who are they?

	Required to attend for remediation	Required to attend for other reasons	Not required to attend
Total	**13%**	**3**	**83**
NAESP Member	9%	2	89
Non-member	16%	5	78
% Receiving Free lunch			
<25%	6%	3	92
26%-50%	15%	1	83
51%+	18%	7	76
Years in Operation			
<3 years	16%	3	81
3-5 years	18%	6	76
6+ years	7%	2	91

- Most of the programs (83%) require registration before students can attend.

  This is especially the case with NAESP members. Nine in ten (90%) of NAESP members report that students have to register to attend the program, while 77% of non-members require registration prior to attending the school's program.

  Others more likely to require students to register before attending the program include:

  - Schools with over 500 students;
  - Larger programs; and
  - Programs serving students in grades PK/K-5.

  Programs in the West are less likely than those in the rest of the country to require students to register to attend the ASP.

  Programs serving students in the 5th through 8th grade are the most likely to allow children to participate as walk-ins.

Register for ASP

(Based on 532 principals who have an after-school program)
Q19. Do students have to register to attend the after-school program or can they participate as walk-ins?

	Have to register	Participate as walk-ins
Total	**83%**	**16**
NAESP Member	90%	10
Non-member	77%	22
School Size		
<300	73%	26
300-500	84%	16
500+	90%	10
Number of Students in ASP		
<25	74%	26
26-50	84%	16
51+	89%	10
Grade Level		
PK/K-5	93%	7
PK/K-8	80%	19
5-8	63%	37
Region		
Northeast	94%	6
Midwest	88%	12
South	81%	18
West	75%	25

4. What do ASPs offer students?

The survey asked principals a series of questions regarding specific activities and instruction offered by the ASP. For 16 specific areas, principals were asked if each was a major, minor, or not a part of their ASP.

One of the main services the programs offer students, according to the principals, is help with homework (74% a major part and 22% minor part of the program).

Help with homework is closely followed by literacy and reading enrichment (59%; 26%), math (53%; 32%), and recreation and sports (45%; 33%).

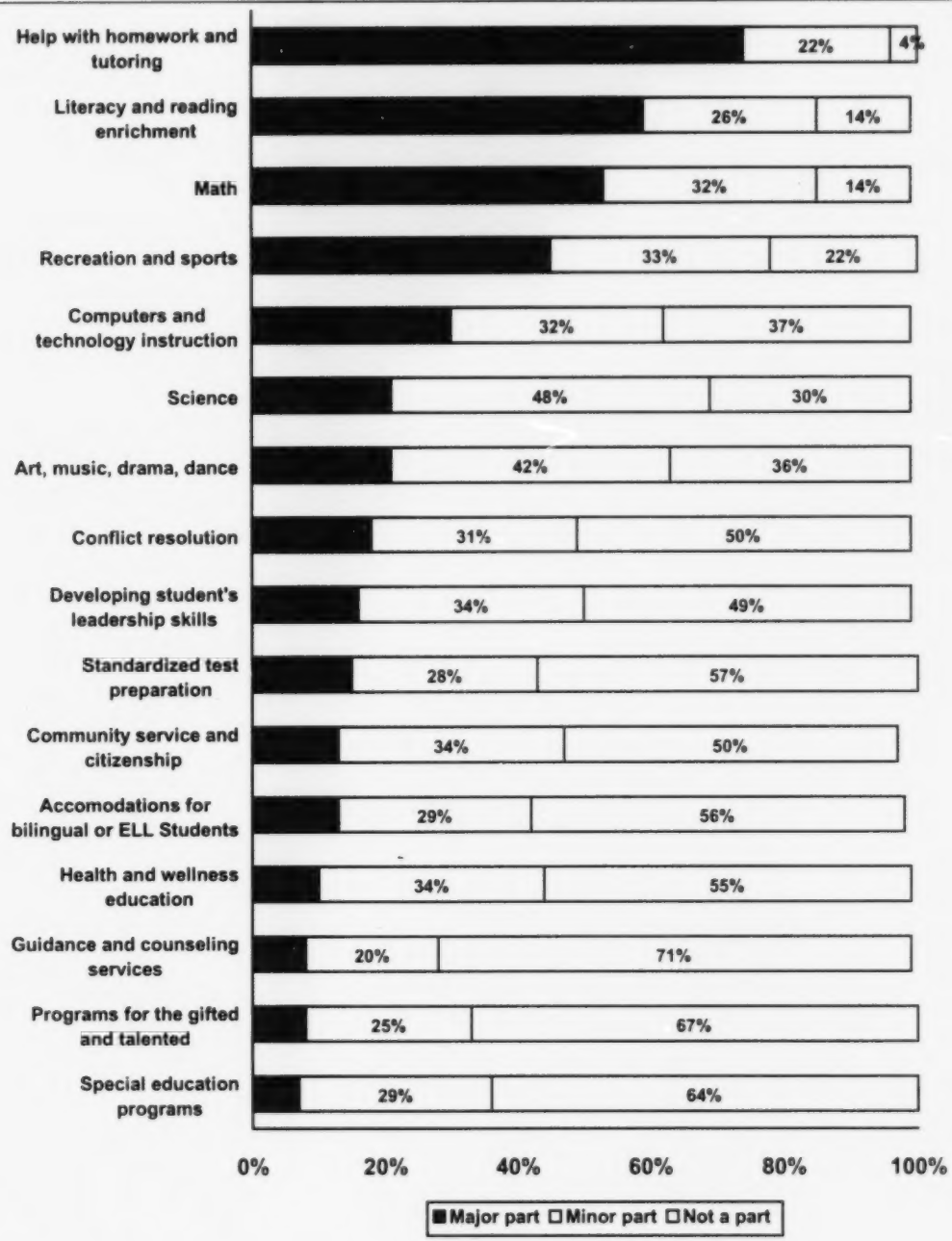
Also part of many programs are computers and technology instruction (30%; 32%), science (21%; 48%), and art, music, drama and dance (21%; 42%).

To a much lesser degree, principals report that their programs provide a range of other services, such as programs for special education, gifted and talented students, and ELL students. Even though most of the programs have children with learning disabilities, it does not appear that there are many activities targeted to this population's special needs.

As illustrated in the following tables, principals with larger programs (51+ students) are more likely than those with smaller programs to say that each of the areas tested is a "major" part of their program.

Also, while most of the programs have some focus on homework and academic subjects, newer programs and those in poorer schools are more focused in these areas than are older programs and those in wealthier schools. On the other hand, older programs and those in wealthier schools are more likely than others to offer students recreation and sports activities.

Programs and Activities at the ASP



(Based on 532 school principals who have an after-school program) Q24. Please tell me if your after-school program includes each of these. IF YES: Is that a major or a minor part of your program?

a. Help with homework and academic instruction

First and foremost, ASPs assist students with homework and provide tutoring. Almost all the principals (96%) report that their programs provide help with homework and three-quarters (74%) say it is a major part of their program.

Many of the programs also include literacy and reading enrichment, math, science, and computer and technology instruction. Programs that focus more on these academic subjects tend to be:

- Non-NAESP members;
- High-poverty schools;
- Those with programs in operation for less than three years;
- Larger programs;
- Those with programs serving 5th through 8th graders; and
- Programs in the South and West.

b. Recreation and sports

Following academic instruction, most of the programs (78%) offer some type of recreation or sports activity, with 45% reporting it as a major part of the program. Programs more likely than others to focus on these activities include:

- Wealthier schools;
- Larger schools (300+);
- Programs that have been in place longer (6+ years); and
- Those catering to younger grades (PK/K-5).

Programs and Activities at the ASP

(Based on 532 principals who have an after-school program)
Q24. Please tell me if your after-school program includes each of these: IF YES: Is that a major or a minor part of your program?

(% saying "major part")

	Help with homework or tutoring	Literacy and reading enrichment	Math	Recreation and Sports	Computers/ technology instruction	Science	Art, music, drama, dance	Conflict resolution
Total	**74%**	**59%**	**53%**	**45%**	**30%**	**21%**	**21%**	**18%**
NAESP Member	69%	57%	48%	49%	33%	22%	18%	16%
Non-member	78%	61%	57%	41%	27%	20%	24%	20%
School Size								
<300	73%	55%	50%	38%	29%	16%	18%	19%
300-500	71%	61%	58%	45%	29%	26%	21%	18%
500+	76%	60%	51%	48%	31%	19%	23%	17%
% Receiving Free Lunch								
<25%	67%	42%	38%	60%	23%	14%	23%	21%
26%-50%	72%	60%	51%	40%	25%	20%	13%	17%
51%+	81%	74%	67%	37%	42%	26%	27%	16%
Years in Operation								
<3 years	80%	73%	62%	31%	35%	25%	19%	10%
3-5 years	75%	64%	61%	41%	32%	23%	18%	17%
6+ years	69%	46%	41%	58%	27%	16%	24%	25%
Number of Students in ASP								
<25	70%	49%	51%	36%	16%	21%	11%	14%
26-50	72%	57%	50%	47%	28%	18%	16%	20%
51+	77%	68%	55%	48%	41%	22%	32%	20%
Grade Level								
PK/K-5	71%	62%	54%	52%	31%	20%	22%	20%
PK/K-8	72%	53%	43%	38%	30%	17%	18%	18%
5-8	90%	61%	75%	44%	30%	31%	28%	14%
Region								
Northeast	61%	49%	42%	57%	28%	18%	19%	16%
Midwest	69%	55%	48%	47%	23%	22%	17%	17%
South	80%	65%	62%	37%	38%	24%	20%	16%
West	78%	62%	53%	48%	30%	17%	29%	23%

Programs and Activities at the ASP

(Based on 532 principals who have an after-school program)

Q24. Please tell me if your after-school program includes each of these: IF YES: Is that a major or a minor part of your program?

(% saying "major part")	Developing students' leadership skills	Standardized test preparation	Accommodations for bilingual/ ELL students	Community service and citizenship	Health and wellness education	Programs for gifted and talented	Guidance and counseling services	Special education programs
Total	**16%**	**15%**	**13%**	**13%**	**10%**	**8%**	**8%**	**7%**
NAESP Member	11%	12%	9%	11%	8%	7%	7%	4%
Non-member	21%	18%	16%	15%	12%	9%	9%	9%
% Receiving Free Lunch								
<25%	19%	3%	3%	16%	7%	6%	8%	3%
26%-50%	10%	6%	9%	6%	10%	5%	7%	4%
51%+	19%	33%	25%	16%	11%	12%	9%	11%
Number of Students in ASP								
<25	11%	6%	6%	6%	7%	5%	6%	4%
26-50	13%	13%	10%	10%	6%	4%	8%	5%
51+	23%	22%	20%	20%	14%	13%	11%	10%
Grade level								
PK/K-5	15%	12%	13%	13%	10%	7%	7%	7%
PK/K-8	15%	16%	11%	11%	8%	6%	6%	2%
5-8	25%	17%	13%	17%	11%	11%	17%	13%
Region								
Northeast	10%	15%	12%	7%	3%	7%	6%	9%
Midwest	15%	6%	5%	10%	11%	8%	9%	5%
South	16%	29%	10%	15%	11%	7%	7%	8%
West	22%	8%	29%	17%	10%	10%	10%	5%

c. Linking school-day learning with the ASP

Two-thirds of principals (67%) report that their programs have a strategy in place for linking after-school learning activities with the students' school-day classroom learning.

Principals more likely to have such a strategy in place include those in:

- High-poverty schools;
- Programs that were established less than three years ago;
- Programs with over 50 students; and
- Programs that serve grades 5-8.

Linking After School Learning with School Day Learning

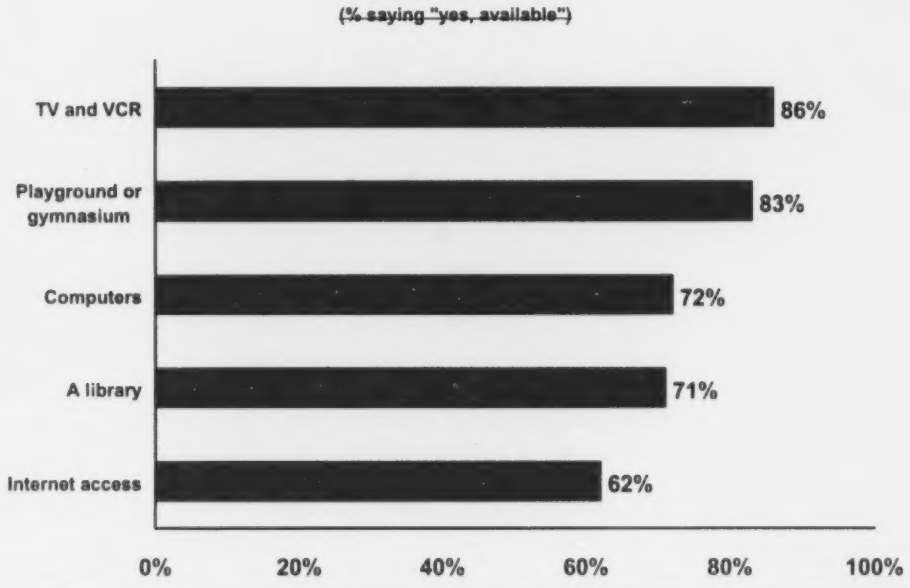
(Based on 532 principals who have an after-school program)
Q25. Currently is there a strategy in place for linking after-school learning activities with the student's school-day classroom learning?

	Yes	No
Total	**67%**	**32**
NAESP Member	66%	33
Non-member	69%	30
% Receiving Free Lunch		
<25%	54%	45
26%-50%	66%	33
51%+	82%	17
Years in Operation		
<3 years	83%	16
3-5 years	67%	32
6+ years	57%	43
Number of Students in ASP		
<25	59%	39
26-50	65%	35
51+	75%	24
Grade Level		
PK/K-5	64%	35
PK/K-8	64%	35
5-8	82%	17

d. Resources available

Large majorities of the programs appear well equipped with a playground (83%), TV and VCR (86%), computers (72%), Internet access (62%), and a library (71%).

Resources for Students at ASP



(Based on 532 school principals who have an after-school program) Q26. Which of the following resources is provided for students at the after-school program?

Programs more likely than others to provide computers and Internet access include:

- High-poverty schools;
- More recently-established programs;
- Larger programs; and
- Those that serve grades 5-8.

Playgrounds and gymnasiums are more likely to be found in programs at:

- Wealthier schools;
- Well-established programs;
- Larger programs; and
- Those that serve PK/K-5and PK/K-8 students.

Older programs (6+ years) and those with smaller enrollments are much less likely to provide students with computers, Internet access, or a library.

Resources for Students at ASP

(Based on 532 principals who have an after-school program)
Q26. Which of the following resources is provided for students at the after-school program?

(% saying "yes")	TV and VCR	Playground / gymnasium	Computers	A library	Internet access
Total	**86%**	**83%**	**72%**	**71%**	**62%**
NAESP Member	88%	86%	70%	69%	64%
Non-member	84%	81%	74%	73%	61%
% Receiving Free Lunch					
<25%	89%	92%	64%	69%	55%
26%-50%	84%	79%	69%	70%	61%
51%+	87%	80%	80%	74%	70%
Years in Operation					
<3 years	85%	74%	82%	79%	74%
3-5 years	85%	82%	74%	74%	62%
6+ years	88%	92%	64%	64%	54%
Number of Students at ASP					
<25	82%	79%	67%	69%	56%
26-50	88%	82%	64%	63%	56%
51+	88%	87%	82%	80%	72%
Grade Level					
PK/K-5	90%	86%	67%	64%	57%
PK/K-8	87%	88%	70%	73%	59%
5-8	76%	65%	93%	86%	85%

5. Challenges and obstacles to expansion

Principals were asked in both open and closed ended questions about the challenges facing their ASPs and what factors stand in the way of expanding. Principals identified funding and staffing as the main challenges. Also, volunteered by many principals in the open-ended question are transportation problems, mainly finding and affording transportation for students to get home from the program in the evening.

a. Funding, staff and transportation

The three biggest challenges facing ASPs, according to principals, are adequate funding, finding and retaining good staff, and transportation.

In an open-ended question, a third of the principals identify staff issues (32%), two in ten mention funding (18%) and another two in ten name transportation home from the ASP (18%) as their biggest concerns. Other concerns volunteered are keeping students interested (12%), lack of space (11%), and getting students to attend the program (nine percent).

Finding and retaining good staff is particularly a challenge for programs:

- That have been operating longer than 5 years;
- That serve students in all grades PK/K-5 and PK/K-8; and
- Programs in the West.

Funding is volunteered more frequently by principals:

- In high-poverty schools;
- Those in programs established in the last 5 years; and
- Those in the Midwest and West.

Transportation is the top concern for principals with programs serving 5th through 8th grades.

Challenges Faced by ASP

(Based on 532 principals who have an after-school program)

Q6. In your view, what are the biggest challenges facing your school's after-school program?

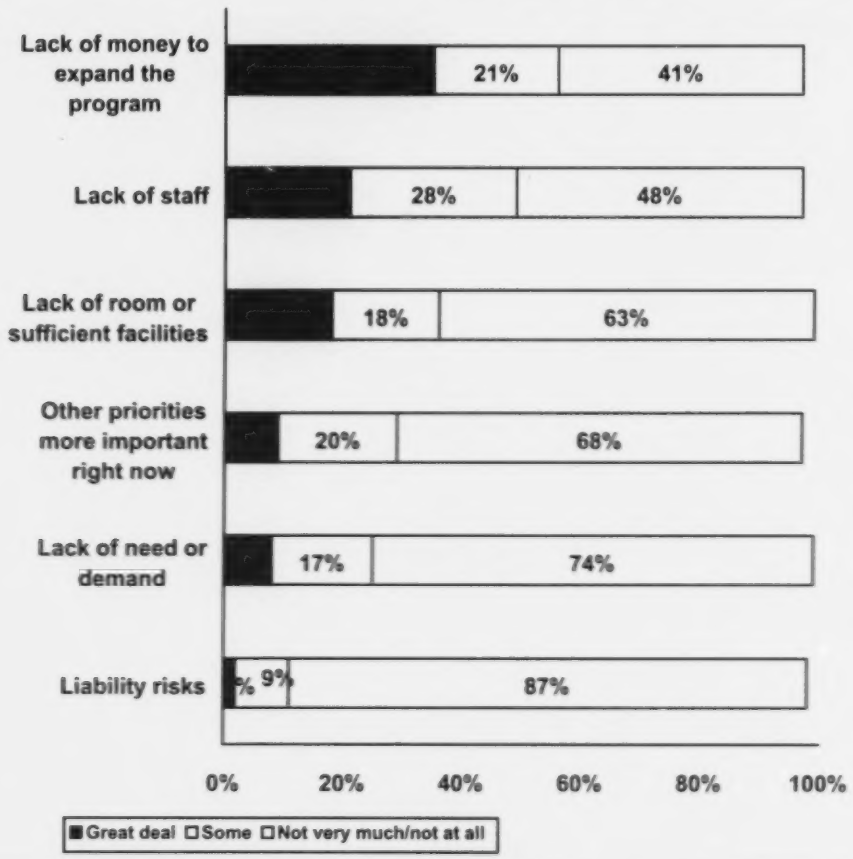
	Not enough staff	Lack of funding	Transpor -tation	Keep students interested	Lack of space	Get students to attend
Total	**32%**	**18%**	**18%**	**12%**	**11%**	**9%**
NAESP Member	33%	20%	14%	13%	14%	11%
Non-member	32%	16%	22%	12%	8%	8%
% Receiving Free Lunch						
<25%	36%	13%	8%	13%	19%	7%
26%-50%	30%	19%	21%	13%	9%	11%
51%+	30%	22%	24%	10%	7%	10%
Years in Operation						
<3 years	28%	19%	24%	11%	7%	15%
3-5 years	29%	23%	21%	13%	8%	8%
6+ years	39%	14%	11%	11%	17%	6%
Number of Students in ASP						
<25	29%	15%	15%	14%	8%	16%
26-50	31%	18%	18%	10%	13%	9%
51+	36%	19%	19%	12%	12%	6%
Grade Level						
PK/K-5	35%	18%	14%	11%	12%	6%
PK/K-8	34%	19%	15%	13%	12%	9%
5-8	20%	15%	37%	13%	4%	21%
Region						
Northeast	34%	16%	18%	13%	13%	7%
Midwest	27%	22%	17%	15%	12%	12%
South	30%	11%	20%	11%	11%	8%
West	42%	23%	16%	9%	10%	9%

b. Barriers to expanding programs

When asked in a series of closed-ended questions how much a number of factors stand in their way of expanding their programs, money (35% "great deal") and lack of staff (21% "great deal") are the biggest barriers.

Majorities report that lack of demand, lack of room or facilities, liability risks, or other more pressing priorities are *not* barriers to expanding their programs.

Barriers to Expanding ASP



(Based on 532 school principals who have an after-school program) Q19C1-C6. How much does each of the following stand in the way of your school expanding an after-school program: a great deal, some, not very much, or not at all?

Principals more likely to report financial concerns as a reason not to expand include those in:

- Poorer schools;
- Recently-established programs (<5 years); and
- Programs in the West.

Barriers to Expanding ASP

(Based on 532 principals who have an after-school program)
Q19c. How much does each of the following stand in the way of your school expanding an after-school program: a great deal, some, not very much or not much at all ?

(% saying " a great deal")	Lack of money to expand program	Lack of staff	Lack of room or sufficient facilities	Other priorities more important	Lack of need or demand	Liability risks
Total	**35%**	**21%**	**18%**	**9%**	**8%**	**2%**
NAESP Member	32%	22%	18%	9%	8%	1%
Non-member	38%	21%	18%	9%	9%	3%
% Receiving Free Lunch						
<25%	22%	18%	24%	9%	9%	2%
26%-50%	40%	26%	14%	10%	7%	1%
51%+	45%	20%	16%	9%	9%	3%
Years in Operation						
<3 years	40%	21%	15%	10%	6%	1%
3-5 years	41%	23%	14%	9%	9%	3%
6+ years	28%	21%	22%	9%	9%	2%
Region						
Northeast	33%	15%	21%	9%	7%	1%
Midwest	34%	23%	16%	10%	7%	1%
South	32%	19%	16%	10%	10%	4%
West	43%	27%	21%	8%	7%	2%

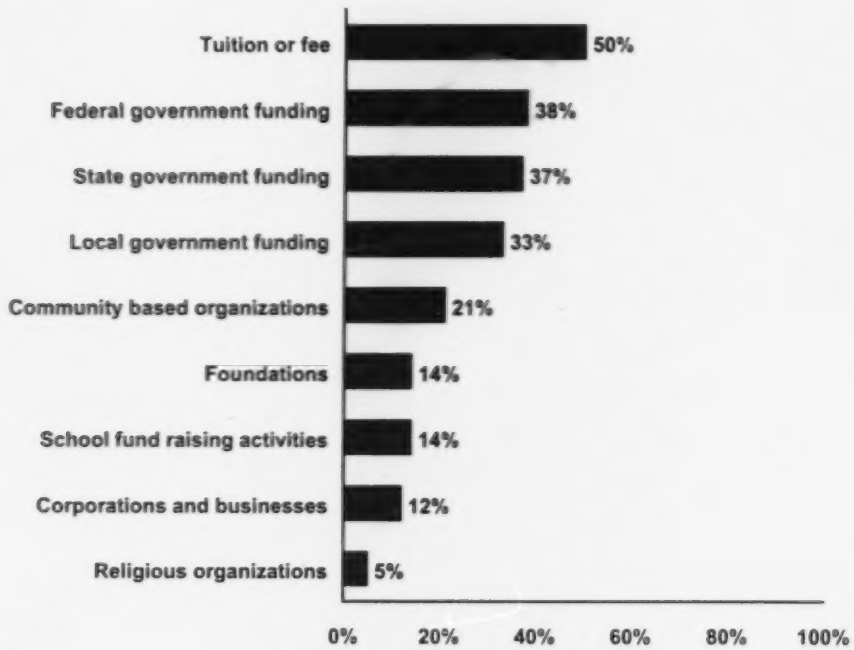
6. How are the programs funded?

According to these principals, ASPs are funded through a variety of sources, ranging from fees and tuition collected from students to funding from the government and community organizations. The survey asked principals two questions about their funding – one about all the different sources from which they receive monies, and then regarding the main source of funding.

First, we find half the programs (50%) require some fee or tuition and sizable proportions receive some form of funding from the government, followed by funding from community-based organizations (21%).

However, only a small percentage of the programs receive funding from foundations (14%), businesses (12%), or religious organizations (5%), or receive monies from fund-raising activities (14%).

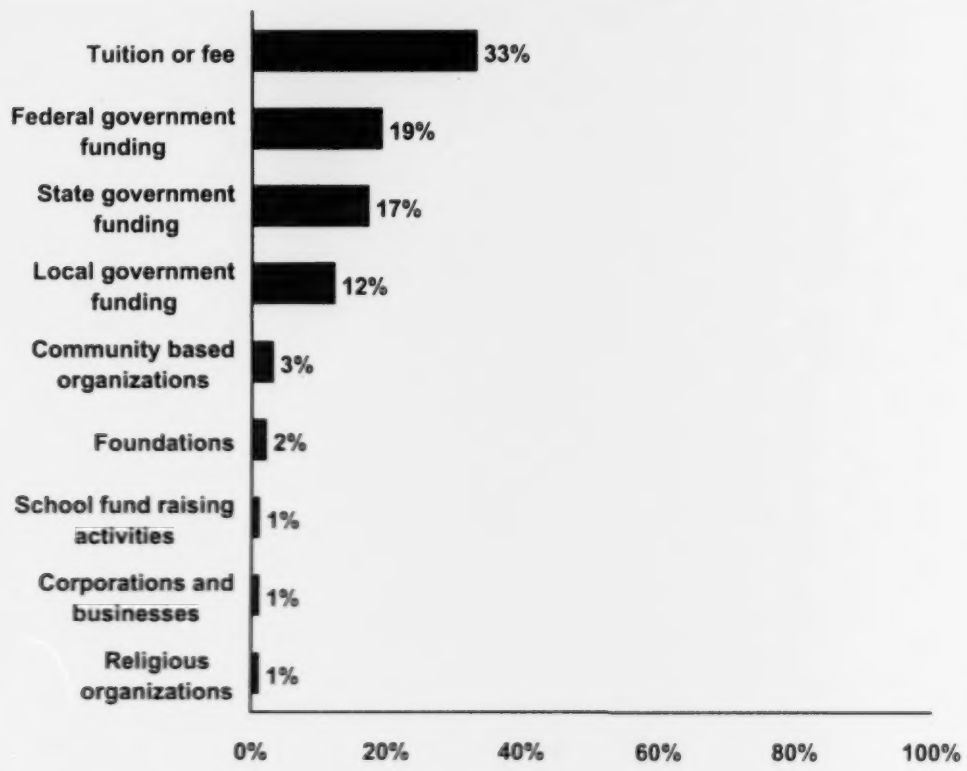
Sources of ASP Funding



(Based on 532 school principals who have an after-school program)
Q30. Do students have to pay a fee or tuition to participate in the after-school program?
Q32. Please tell me if any of the funding for the school's after-school program come from each of the following sources?

While the programs receive funding from a variety of sources, the **main** funding comes from the government (48% total) including federal (19%), state (17%), and local (12%) governments and fees and tuition (33%). Less than one in ten (eight percent) rely mainly on community or religious organizations, businesses, foundations or fund-raising activities to support their programs.

Main Source of Funding



(Based on 532 principals who have after-school programs)
Q33. Including student fees and tuition, which of these is the main source of funding for the after-school program?

Fees and tuition are cited as the main source of funding for:

- Programs in wealthier schools;
- Those that have been around for over six years; and
- Programs serving children PK/K-5 and PK/K-8.

NAESP members are more likely than non-members to rely on tuition to fund their programs.

Of programs that require a fee, half charge a weekly fee of $25 or less. Seven in ten of the programs (69%) that require a fee also offer some form of tuition assistance. Larger programs are more likely than others to offer a sliding scale of fees.

Programs that rely more heavily on government funding include:

- High-poverty schools;
- Programs established less than five years ago; and
- Those catered to students in grades 5 through 8.

While the principals are able to cite funding sources for the programs, they are less knowledgeable of the actual budget for their ASP. Forty-seven percent say they are unsure about the annual budget and 54% do not know the average per-student cost of their school's program.

Main Source of Funding

(Based on 532 principals who have an after-school program)
Q33. Including student fees and tuition, which of these is the main source of funding for the after-school program?

	Fees/ tuition	Federal gov't funding	State gov't funding	Local gov't funding	Net Gov't
Total	**33%**	**19**	**17**	**12**	**48%**
NAESP Member	36%	19	15	11	45%
Non-member	29%	19	18	13	50%
% Receiving Free Lunch					
<25%	52%	4	11	13	28%
26%-50%	27%	20	17	16	53%
51%+	19%	32	21	8	61%
Years in Operation					
<3 years	14%	33	25	10	68%
3-5 years	28%	22	20	13	55%
6+ years	50%	7	8	13	28%
Grade Level					
PK/K-5	38%	17	15	12	44%
PK/K-8	39%	19	13	8	40%
5-8	6%	25	24	21	70%

Tuition Assistance for Needy Students

(Based on 268 principals who charge a fee for ASP)
Q31b. Do you have tuition assistance or a sliding scale of fees for those students who cannot afford it?

	Yes	No	Don't Know/Refuse
Total	**69%**	**25**	**6**
NAESP Member	73%	20	1
Non-member	64%	30	--
Number of Students in ASP			
<25	65%	26	--
26-50	65%	28	--
51+	77%	19	--

7. How did the program start and continue to function?

Principals report playing a major role in starting their ASPs and say they remain actively involved in how the programs are run.

a. Administration of ASP

Currently, nearly four in ten (37%) of the principals interviewed are responsible for the administration of the programs. A quarter (25%) of the programs is run by a director hired by the school or district; and two in ten (18%) of the programs are administered by a private provider.

Non-NAESP member principals are more likely than members to report being responsible for the administration of the program.

Principals also are more likely than others to be the ASP administrators in:

- Schools with smaller student bodies (<300);
- Schools in the Northeast and the West;
- Newly established program (<3 years); and
- Programs serving children in grades 5 through 8.

ASP Administrator

(Based on 532 principals who have an after-school program)

Q2. Who is responsible for the administration of the after-school program: you (the school principal), one of your teachers, a director hired by the school or school district, a private provider or agency, volunteers, or someone else?

	Principal	Director	Private provider	One of the teachers	Other
Total	**37%**	**25**	**18**	**12**	**8**
NAESP Member	31%	25	23	11	11
Non-member	44%	26	13	13	3
School Size					
<300	42%	28	11	11	6
300-500	36%	26	19	11	3
500+	36%	24	21	13	6
Years in Operation					
<3 years	47%	21	12	12	8
3-5 years	35%	27	19	12	7
6+ years	32%	27	22	12	6
Grade Level					
PK/K-5	32%	24	23	11	10
PK/K-8	37%	30	17	10	5
5-8	55%	18	6	18	2
Region					
Northeast	42%	12	28	12	5
Midwest	32%	28	20	10	4
South	36%	28	15	15	6
West	44%	25	14	11	5

Among those principals who are not responsible for the administration of the program, a plurality (46%) says they have some involvement with program.

Four in ten (38%) do not have much involvement, and less than two in ten (15%) say they have a great deal of involvement.

Principals who are more likely than others to report a "great deal" or "some" involvement in their school's ASP:

- Are from high-poverty schools; and
- Have over 50 students in their ASP.

Involvement with ASP

(Based on 333 principals who have an after-school program but do not administrate ASP)
Q3. How much involvement do you have with the after-school program: a great deal, some, not very much, or none at all?

	Great deal	Some	Not very much	None at all
Total	**15%**	**46**	**33**	**5**
NAESP Member	14%	46	35	5
Non-member	17%	47	31	5
% Receiving Free Lunch				
<25%	11%	44	38	8
26%-50%	11%	49	36	4
51%+	23%	46	27	5
Number of Students in ASP				
<25	8%	38	44	10
26-50	11%	50	35	4
51+	24%	49	24	3

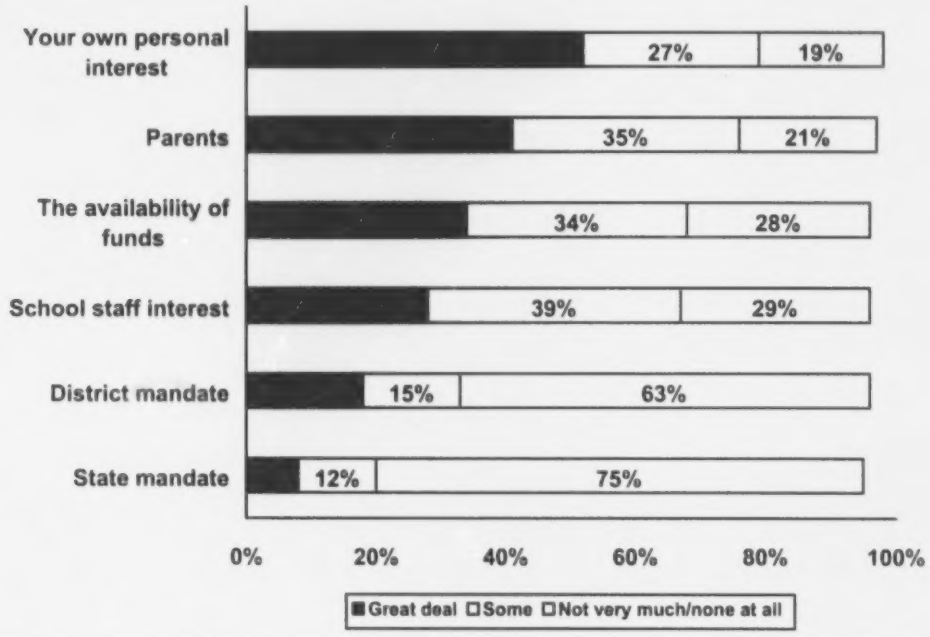
b. Initial planning and establishment of program

Principals take much of the credit for deciding to start their school's ASP. Half (52%) say the decision to offer a program was driven a "great deal" by their own personal interest. Only two in ten (19%) principals say they were not involved in the decision to offer an ASP.

Others individuals and factors influential in the decision to start the ASP are parents (41%), and to a slightly lesser extent school staff (28%) and the availability of funds (34%).

A state (8%) or district (18%) mandate was not a main force behind the establishment of most of these programs.

Forces Driving ASP



(Based on 532 school principals who have an after-school program) Q21. To what extent would you say the decision to offer an after-school program was driven by:

Principals who are more likely than others to take credit for initiating their school's programs are:

- From high-poverty schools;
- Those with recently established programs;
- Those with over 50 students in the program; and
- Principals who are the administrator of the program.

Availability of funds has been a driving factor most particularly for recently established programs (less than three years) and those in high poverty schools.

Forces Driving ASP

(Based on 532 principals who have an after-school program)
Q21. To what extent would you say the decision to offer an after-school program was driven by....? Would you say a great deal, some, not very much, or not at all?

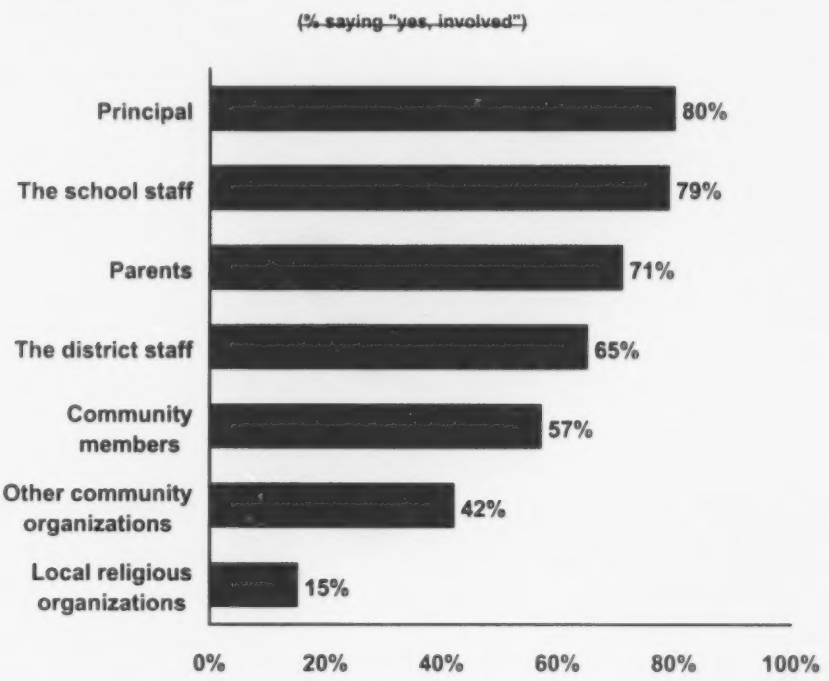
(% saying "great deal")	Personal interest	Parents	Availability of funds	School staff interest	District mandate	State mandate
Total	**52%**	**41%**	**34%**	**28%**	**18%**	**8%**
NAESP Member	52%	39%	30%	27%	16%	6%
Non-member	51%	42%	38%	30%	20%	10%
% Receiving Free Lunch						
<25%	42%	28%	19%	24%	19%	5%
26%-50%	53%	37%	37%	28%	17%	9%
51%+	60%	38%	46%	32%	19%	10%
Years in Operation						
<3 years	62%	42%	51%	31%	17%	11%
3-5 years	54%	39%	32%	31%	22%	12%
6+ years	44%	27%	22%	24%	16%	3%
Number of Students in ASP						
<25	46%	38%	29%	24%	14%	6%
26-50	48%	32%	33%	28%	17%	5%
51+	59%	34%	39%	31%	22%	11%
Administrator						
Principal	67%	35%	38%	37%	19%	13%
Other	43%	35%	31%	23%	18%	5%

Once the decision was made to establish an ASP, a range of individuals and groups took part in the initial planning. Those most likely to be involved in the planning were principals (80% involved), school staff (79%), parents (71%), and district staff (65%). Others include community members (57%) and other community organizations (42%).

Local religious organizations were part of the planning in only 15% of the cases, according to principals.

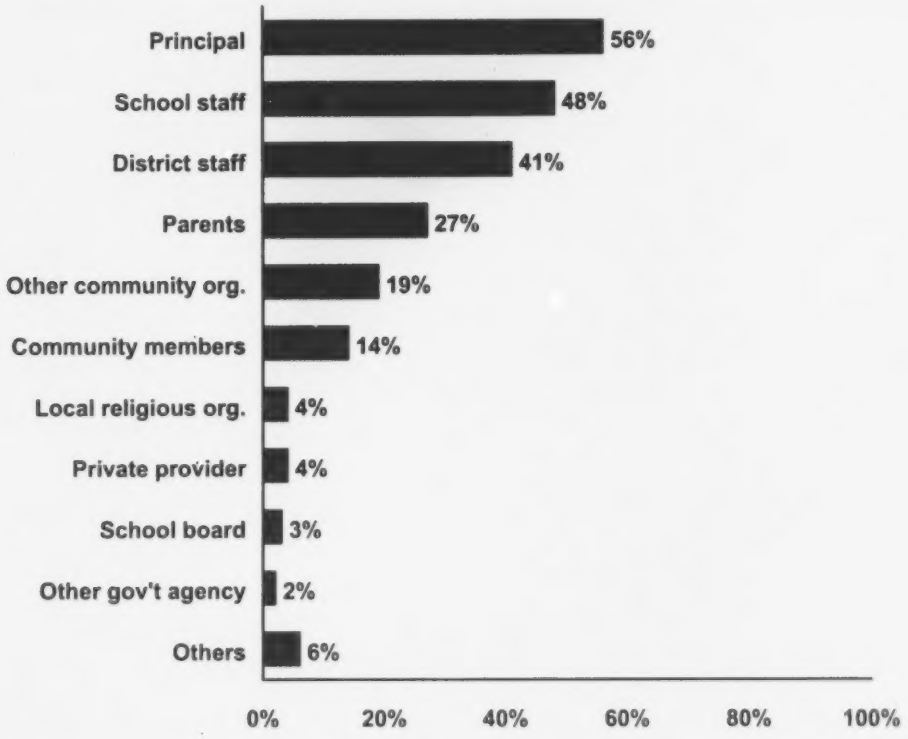
Similarly, on-going planning or oversight groups for the programs consist mainly of the principals (56%), school staff (48%), district staff (41%), and parents (27%). To a lesser extent, community organizations (19%) and members (14%) take part in overseeing the programs.

Planners of the ASP



(Based on 532 school principals who have an after-school program) Q22. Please tell me if any of the following were involved in the initial planning of the after-school program?

Ongoing Oversight Group for Program



(Based on 532 principals who have an after-school program)
Q23. Who if anyone is involved in an ongoing planning or oversight group for the after-school program? [MULTIPLE RESPONSES ACCEPTED]

Non-NAESP member principals are more likely than NAESP members to say that the school principal and staff were involved in the initial planning of the ASP, as well as involved in the continued over sight of the program.

School principals and staff were reported generally to have greater involvement in the initial and ongoing planning of programs in:

- High-poverty schools;
- Recently-established programs (<3 years);
- Programs serving over 50 children; and
- Programs serving children in grades 5-8.

District staff is reported to have taken part in planning programs in schools in the Northeast and Midwest more frequently than in those in the South and West.

Planners of ASP

(Based on 532 principals who have an after-school program)

Q22. Please tell me if any of the following were involved in the initial planning of the after-school program:

(% saying "yes")

	You, the principal	School staff	Parents	District staff	Community members	Other community organizations	Local religious org.	Others
Total	**80%**	**79%**	**71%**	**65%**	**57%**	**42%**	**15%**	**17%**
NAESP Member	77%	74%	69%	67%	54%	41%	13%	14%
Non-member	82%	84%	73%	63%	60%	44%	18%	20%
% Receiving Free Lunch								
<25%	75%	74%	71%	57%	47%	38%	16%	12%
26%-50%	84%	75%	67%	70%	57%	43%	16%	16%
51%+	81%	88%	75%	68%	66%	48%	13%	23%
Years in Operation								
<3 years	89%	87%	74%	67%	58%	44%	17%	17%
3-5 years	81%	78%	70%	69%	60%	45%	13%	18%
6+ years	73%	74%	71%	61%	55%	39%	16%	17%
Number of Students in ASP								
<25	81%	73%	68%	62%	55%	40%	15%	19%
26-50	73%	77%	71%	66%	55%	37%	12%	14%
51+	85%	85%	74%	66%	62%	49%	19%	19%
Grade Level								
PK/K-5	75%	78%	71%	69%	58%	45%	12%	15%
PK/K-8	82%	76%	72%	60%	56%	39%	22%	19%
5-8	89%	89%	70%	68%	59%	42%	8%	18%
Region								
Northeast	73%	76%	66%	70%	58%	51%	10%	19%
Midwest	81%	77%	73%	73%	53%	43%	15%	10%
South	78%	80%	69%	65%	59%	38%	17%	16%
West	83%	83%	74%	52%	59%	42%	17%	26%

Ongoing Planning or Oversight Groups

(Based on 532 principals who have an after-school program)
Q23. Who if anyone is involved in an ongoing planning or oversight group for the after-school program?

	Principal	School staff	District staff	Parents	Other community organi-zations	Commu-nity members
Total	**56%**	**48%**	**41%**	**27%**	**19%**	**14%**
NAESP Member	50%	44%	40%	25%	22%	12%
Non-member	62%	51%	42%	28%	16%	15%
School Size						
<300	61%	55%	39%	30%	14%	11%
300-500	54%	46%	43%	29%	21%	17%
500+	55%	46%	40%	24%	20%	13%
% Receiving Free Lunch						
<25%	52%	42%	35%	22%	21%	6%
26%-50%	59%	52%	41%	28%	19%	14%
51%+	58%	50%	45%	29%	19%	19%
Years in Operation						
<3 years	62%	54%	46%	28%	22%	18%
3-5 years	53%	46%	38%	29%	16%	12%
6+ years	54%	44%	39%	24%	20%	11%
Number of Students in ASP						
<25	51%	47%	32%	20%	17%	9%
26-50	57%	49%	43%	29%	19%	14%
51+	58%	49%	44%	29%	21%	17%
Grade Level						
PK/K-5	54%	42%	44%	26%	24%	15%
PK/K-8	57%	50%	39%	32%	18%	13%
5-8	58%	62%	34%	20%	7%	13%

8. Staffing and evaluation

a. Who is staffing ASPs

ASPs across the country are staffed by a combination of school-day teachers, other paid staff, parents, and other volunteers. Programs have an average of 10 people on their staff – an average of five school-day teachers, three paid staff, and two volunteers.

Non-NAESP member principals report a larger staff at their ASP than do NAESP members. Not surprising, staff sizes at ASPs also vary depending on:

- Size of the school;
- Number of students in the program; and
- Grade levels being served.

The composition of the staff at ASP varies from program to program.

- Programs serving grades 5-8 are more likely than others to be staffed by regular school-day teachers, while those that serve students in grade PK/K-5 and PK/K-8 also employ other paid staff for the program.

- Higher-poverty schools also are more likely than others to have more classroom teachers than other paid staff or volunteers.

Number of After-School Staff

(Based on 508 principals who know about staff at after-school programs)

Q34. Thinking about the staff that helps to run the program at your school, how many of them are:

- Your regular classroom school-day teachers
- Other paid staff
- Parents and/or volunteers?

(Average number of ASP staff)	Total Staff	School day teachers	Other paid staff	Parents/ Volunteers
	#	#	#	#
Total	**10**	**5**	**3**	**2**
NAESP member	9	4	3	2
Non-member	12	6	3	3
School Size				
<300	9	4	2	3
300-500	9	4	3	2
500+	11	6	4	2
%Receiving free lunch				
<25%	10	4	3	3
26%-50%	9	4	3	2
51%+	11	6	3	2
Number of Students in ASP				
<25	5	3	1	1
26-50	6	3	2	1
51+	17	8	5	4
Grade levels				
PK/K-5	10	4	4	2
PK/K-8	10	5	3	2
5-8	12	8	1	3

The following series of questions regarding staff and evaluation of the programs was asked only of principals who are responsible for the administration of the programs.

Directors' qualifications:

- Directors of the programs are fairly new. Four in ten (43%) have been directing the programs for less than three years.
- While principals report that the director has "a lot" of prior relevant experience (65%), most do not know whether the director has a college or graduate degree (85%).

ASP Director's Term

(Based on 199 principals who administrate the after-school program) Q37. How long has he/she been the director - for less than three years, three to five years, six to ten years, or longer?

	< 3 years	3-5 years	6-10 years	10+ years
Total	**43%**	**27**	**17**	**13**
NAESP Member	47%	21	16	16
Non-member	40%	31	18	10

ASP Director's Experience

(Based on 199 principals who administrate the after-school program)
Q38. Before starting this job, would you say he/she had a lot of prior relevant experience, some, just a little, or no relevant experience?

	A lot	Some	Just a little	No relevant experience
Total	**65%**	**21**	**7**	**7**
NAESP Member	57%	23	9	11
Non-member	70%	19	6	4

Qualification of ASP Director

(Based on 199 principals who administrate the after-school program)
Q36. Now, thinking about the director of your school's after school program, what was the last grade of school he/she completed?

	College	Grad school	Don't Know
Total	**2%**	**13**	**85**
NAESP Member	2%	14	84
Non-member	2%	13	86

Staff qualifications:

- Programs have varied requirements for staff. For the plurality, paid staff is required to have a teaching certificate (37%), a third require a high school degree, and two in ten (23%) have no minimum requirement.

Minimum Qualification for ASP Staff

(Based on 199 principals who administrate the ASP)
Q35. Is there a minimum education qualification for the paid staff at your after-school program?

	Tchng cert.	HS diploma	College degree	Masters degree	No min.	Don't Know
Total	**37%**	**29**	**8**	**1**	**23**	**2**
NAESP Member	30%	30	6	2	32	--
Non-member	42%	29	8	--	17	3

b. Supporting and evaluating staff

Professional development:

Professional development is expected and encouraged of program staff.

- Most of these administrators (77%) report that staff of the ASP is expected to participate in periodic professional development.
- Almost all (91%) report that program staff currently is included in professional development activities for the regular school staff, and the school generally pays for the professional development (82%).
- Seven in ten (69%) provide incentives to encourage staff participation in professional development.

ASP Staff to Participate in Professional Development

(Based on 199 principals who administer ASP)
Q45. Is the staff of the after-school program expected to participate in periodic professional development? *(Base: 199 principals who administrate ASP)*

	Yes	No
Total	**77%**	**23**
NAESP Member	68%	32
Non-member	83%	17

Professional Development with Regular School Staff

(Based on 153 principals who administer ASP and require staff to participate in professional development)
Q48. Are the after-school program staff included in professional development activities that are conducted for the regular school staff?

	Yes	No
Total	**91%**	**8**
NAESP Member	91%	9
Non-member	91%	8

Who Pays for Professional Development?

(Based on 153 principals who administer ASP and require staff to participate in professional development)

Q46. Do they participate in professional development on their own time and with their money, or does the school pay for or provide the staff's professional development?

	Participate and pay for on their own	School pays/provides
Total	**17%**	**82**
NAESP Member	20%	80
Non-member	15%	84

Incentives for Professional Development

(Based on 153 principals who administer ASP and require staff to participate in professional development)

Q47. Are there any incentives to encourage staff participation in professional development programs?

	Yes	No
Total	**69%**	**30**
NAESP Member	69%	31
Non-member	68%	30

Evaluation of programs and staff:

Formal evaluations of the programs and program staff do not appear to be widespread.

- Half of these ASP-administrator principals (48%) report that their ASP has a formal evaluation process. For most of these programs, the evaluation takes place once (59%) or twice (37%) a year and is conducted most often by the principal (56%).

- A range of information is used to evaluate the program: feedback from parents (82%); feedback from classroom teachers (78%); attendance at the ASP (77%); feedback from students (72%); and measurable student outcomes (64%) such as student grades and test scores.

- The staff at the program is evaluated to a somewhat lesser degree. Four in ten of these principals (39%) report that the program staff is formally evaluated. As with the program evaluations, the principal generally conducts the staff evaluations.

ASP Evaluation

(Based on 199 principals who administer the ASP)
Q39. Is there a formal evaluation process for your after-school program?

	Yes	No
Total	**48%**	**52**
NAESP Member	46%	54
Non-member	49%	51

Evaluation of ASP

(Based on 95 principals who have formal evaluation ASP)
Q40. How often is an evaluation carried out: twice a year, once a year, or less often than that?

	Twice a year	Once a year	Less often
Total	**37%**	**59**	**2**

Who Evaluates the Program?

(Based on 95 principals who have formal evaluation of ASP)
Q41. Who evaluates the program: you, the district, the state, or someone else?

	Principal	Someone else	District	State
Total	**56%**	**38**	**29**	**4**

Evaluating the ASP

(Based on 95 principals who have formal evaluation of ASP)
Q42. And what kind of information is used to evaluate the after-school program overall:

(% saying "yes")	Feedback from parents	Feedback from classroom teachers	Attendance at the after-school program	Feedback from students	Measurable student outcomes
Total	**82%**	**78%**	**77%**	**72%**	**64%**

Evaluating ASP Staff

(Based on 199 principals who administrate the ASP)
Q43. Is there a formal evaluation process for the staff at the after-school program that is at least annual?

	Yes	No
Total	**39%**	**61**
NAESP Member	40%	59
Non-member	38%	62

Who Evaluates the Staff?

(Based on 77 principals who have formal evaluation for ASP staff)
Q44. Who evaluates the staff: you, the director, or someone else?

	Principal	Director	Someone else
Total	**79%**	**19**	**10**

Resources for staff:

Almost all principals who administer an ASP report that staff has access to computers (95%), libraries containing teaching materials and other professional development resources (91%), and Internet access (88%).

Resources for ASP Staff

(Based on 199 principals who administrate the ASP)
Q49. Which of the following resources is available for the staff at the after-school program to use?

(% saying "yes")

	Computer	Internet Access	A library containing teaching materials and other development resources
Total	**95%**	**88%**	**91%**
NAESP Member	95%	90%	93%
Non-member	96%	87%	91%

9. Looking to the future

a. Filling current need

Currently, most of the principals with an ASP (74%) feel they can accommodate all the students who want to attend their program, but a sizable minority of 25% say they have to turn away some students.

Principals more likely than others to report that they need to turn away some students include those:

- In larger schools;
- With larger programs; and
- In the Northeast.

Accommodate All Students in ASP?

(Based on 532 principals who have after-school programs)
Q16. Currently, can you accommodate all the students who want to attend the after-school program or are some students turned away?

	Yes	No	Don't Know
Total	**74%**	**25**	**1**
NAESP Member	73%	26	1
Non-member	76%	24	1
School Size			
<300	81%	18	1
300-500	81%	19	1
500+	67%	32	1
Number of Students in ASP			
<25	82%	14	4
26-51	73%	27	--
51+	69%	31	--
Region			
Northeast	63%	37	--
Midwest	75%	23	2
South	77%	22	1
West	77%	23	--

b. Expanding current programs

Looking to the future, many of principals are thinking of expanding their programs. Six in ten (59%) are considering including more activities or instruction and nearly half (46%) are considering including more students.

Principals are less likely to be thinking about longer hours (14%) or more days (11%). Since a large proportion of the schools are operating five days a week from 3:00 pm to 6:00 pm, it is not surprising that few are thinking of expanding in these areas.

Programs considering including more students and more activities are in:

- High-poverty schools;
- Recently established programs;
- Those with over 25 students; and
- Those that serve students in grades 5-8.

Non-NAESP members are more likely than members to consider expanding their activities.

There also are some regional differences. Programs in the Northeast are more likely to say they are looking to include more children, while programs in the South and West would like to include more activities.

Expanding ASPs

(Based on 532 principals who have an after-school program)
Q19B. Are you considering expanding the after-school program to include more students?

(%saying yes)	Include more activities	Include more students	Include longer hours	Include more days of week
Total	**59%**	**46%**	**14%**	**11%**
NAESP Member	50%	45%	14%	10%
Non-member	67%	47%	13%	13%
% Receiving Free Lunch				
<25	51%	35%	7%	6%
26-50	58%	48%	17%	13%
51+	68%	56%	17%	15%
Years in Operation				
<3 years	65%	62%	21%	22%
3-5 years	62%	45%	11%	12%
6+ years	52%	36%	10%	4%
Number of Students in ASP				
<25	49%	42%	16%	13%
26-51	59%	46%	15%	13%
51+	65%	50%	11%	10%
Grade Level				
PK/K-5	54%	45%	14%	12%
PK/K-8	60%	41%	13%	10%
5-8	68%	56%	14%	11%
Region				
Northeast	54%	55%	9%	12%
Midwest	54%	48%	20%	13%
South	61%	44%	11%	11%
West	64%	42%	11%	10%

10. Non-ASP schools

A third of the public school principals interviewed (34%) do not have an ASP for their students. These principals are more likely to be in schools with fewer than 500 students and in schools in the Northeast.

After-School Programs

Q1. Does your school or school district offer a before-school or an after-school program for students?

	NET ASP	ASP Only	ASP and BSP	No ASP
Total	**67%**	**40%**	**27**	**34**
NAESP Member	67%	36%	31	34
Non-member	67%	44%	23	33
School Size				
<300	61%	37%	24	39
300-500	60%	34%	26	39
500+	75%	46%	29	25
Region				
Northeast	59%	29%	30	41
Midwest	66%	40%	26	33
South	64%	39%	25	36
West	76%	48%	28	24

a. Attendance at community-based ASPs

Even though there is no program offered at their school or by the school district, a third of these principals (32%) reports that their students attend some kind of community-based ASP.

Among the community-based programs, we find the following:

- The community-based programs are housed mainly at community organizations (62%), followed by churches or religious organizations (26%) or some place else (16%).
- A plurality of these principals (43%) reports that students find their own way to the ASP, 31% are bussed by the school and another 30% reports that the program buses the children.
- To a much lesser extent than their counterparts with ASPs, these principals say that there is a strategy in place to link after-school activities with students' school-day classroom learning (43% plan in place; 53% no plan).

Attend Community-Based ASP

(Based on 268 principals who do not have an after-school program)
Q54. Do students at your school attend a community-based after-school program?

	Yes	No	Don't Know
Total	**32%**	**66**	**1**
NAESP Member	34%	65	1
Non-member	30%	68	2

Community-Based Programs are Housed in ...

(Based on 86 principals whose students attend community-based program)
Q55. Where is the after-school program housed: at a community-based organization, church or religious organization, or someplace else?

	Community-based org	Church or Religious org	Someplace else	Don't Know
Total	**62%**	**26**	**16**	**1**

How Do Students Get to Programs?

(Based on 86 principals whose students attend community-based program)
Q56. How do students get to the after-school program: Do they get there on their own, are they bussed by your school, does the program they attend provide the transportation, or do they get there some other way?

	Get there on their own	Bussed by school	Bussed by provider	Some other way
Total	**43%**	**31**	**30**	**8**

Linking After-School Learning with School-Day Learning

(Based on 86 principals whose students attend community-based after-school program)
Q57. Currently, is there a strategy in place for linking after-school learning activities to the students' school-day classroom learning?

	Yes	No	Don't Know
Total	**43%**	**53**	**3**

b. Benefits of APS and plans for establishing their own programs

Two-thirds of principals without an ASP believe establishing a program at their school is important (30% extremely, 35% somewhat). However, a third (34%) does not think it is important.

The top reasons to start a program volunteered by these principals are to keep students safe by providing a place for them to go after school (47%) and to improve academics (40%). These are the same factors principals with an ASP offer as the success of their programs.

Principals of high-poverty schools are more likely than others to consider establishing an ASP "extremely" important for their students, and they are more likely to see improvement in academics as the most compelling reason to have such a program.

Importance of ASP

(Based on 268 principals who do not have an after-school program)
Q60. Given all of the program needs your school has, how important would you say it is for your school to establish an after-school program for your students? Extremely important, somewhat important, not very, or not at all important?

	Extremely important	Somewhat important	Not very important	Not at all important
Total	**30%**	**35**	**23**	**11**
NAESP Member	26%	42	18	13
Non-member	34%	27	28	10
% Receiving Free Lunch				
<25	13%	37	33	16
26-50	25%	40	26	9
51+	55%	27	10	8

Reasons to Have an ASP

(Based on 268 principals who do not have an after-school program)
Q61. What are some compelling reasons to have an after-school program?

	Keep Kids Safe	Improve academics	Popular w/ parents	Focus on specific activities
Total	**47%**	**40%**	**9%**	**12%**
NAESP Member	47%	37%	14%	11%
Non-member	47%	44%	4%	12%
% Receiving Free Lunch				
<25	50%	30%	14%	13%
26-50	47%	40%	8%	10%
51+	47%	51%	5%	13%

Twenty-four percent of these principals have a plan for an ASP in active development, and two in ten (19%) are considering starting a program. Four in ten (38%) currently are not considering an ASP, and two in ten (18%) have decided against starting an ASP.

Principals in high-poverty schools are more likely than others to report that they have a plan in active development.

Considering Starting ASP

(Based on 268 principals who do not have an after-school program)
Q58/59. At this point are you considering starting an after-school program, have you decided against having an after-school program, or haven't you considered the issue? IF CONSIDERING: Do you have a plan for one in active development now?

	Have one in active develop	Not considered	Do not have a plan for one yet	Decided against
Total	**24%**	**38**	**19**	**18**
NAESP Member	26%	38	20	15
Non-member	22%	37	19	20
% Receiving Free Lunch				
<25	14%	42	22	18
26-50	24%	41	18	17
51+	35%	27	19	18

c. Challenges to starting an ASP

The main challenge to starting an ASP is funding (60%), according to principals without an ASP. Principals also volunteer the difficulty of staffing the programs (21%) as a barrier to starting a program.

When asked in a series of closed questions how much a number of factors stand in the way of starting an ASP, money tops the list again (71% "great deal"), followed by lack of staff (26%), other priorities being more important (25%) and a lack of demand (20%).

Lack of room or facilities and liability risks are not barriers for a large majority of these principals.

While lack of funding is a concern volunteered by all principals, those from high-poverty schools are more likely than others to see this as a barrier to starting a program.

Factors Preventing Principals from Having ASPs

(Based on 268 principals who do not have an after-school program)

Q64. In your opinion, what prevents you or other principals from having an after-school program? [OPEN END; MULTIPLE RESPONSES ACCEPTED]

	Lack of funding	Shortage of staff	No need	Transportation problems	Lack of facility
Total	**60%**	**21%**	**12%**	**10%**	**10%**
NAESP Member	61%	21%	15%	8%	10%
Non-member	58%	20%	9%	13%	11%
% Receiving Free Lunch					
<25	49%	21%	17%	9%	13%
26-50	68%	19%	14%	9%	10%
51+	60%	23%	5%	13%	9%

Barriers to Offering ASP

(Based on 268 principals who do not have an after-school program)

Q65. How much does each of the following stand in the way of your school offering an after-school program: a great deal, some, not very much or not much at all ?

(% saying " a great deal")	Lack of money to start program	Lack of staff	Other priorities more important	Lack of need or demand	Lack of room or sufficient facilities	Liability risks
Total	**71%**	**26%**	**25%**	**20%**	**15%**	**8%**
NAESP Member	73%	26%	19%	16%	16%	6%
Non-member	68%	27%	30%	24%	13%	10%
% Receiving free lunch						
<25%	51%	26%	24%	30%	16%	8%
26%-50%	81%	31%	31%	19%	16%	7%
51%+	71%	22%	17%	12%	12%	9%

A quarter (27%) of these principals reports that their school did have a program in the past. The main reason offered for why it is no longer operating is lack of funds (46%).

Why ASP Stopped

(Based on 72 principals who had an after-school program that stopped)
Q63. Why did it cease? [OPEN END; MULTIPLE RESPONSES ACCEPTED]

	Stopped because of funding	Stopped because of inadequate participation	Stopped for other reasons	Don't Know
Total	46%	28	18	8

11. How can NAESP help?

Both members and non-members of NAESP would like to receive more information from NAESP about ASPs, and those with and those without current programs say they would benefit from the same sorts of assistance.

Principals are most interested in both the nuts and bolts of funding, as well as program and staff enhancing guidance:

- Collection and dissemination of promising after-school practices (48% "very helpful" to those with programs; 46% to those without programs)
- Professional development for after-school staff (47%; 44%)
- Assistance in writing grant proposals (43%; 51%)

Secondarily, they indicate an interest in:

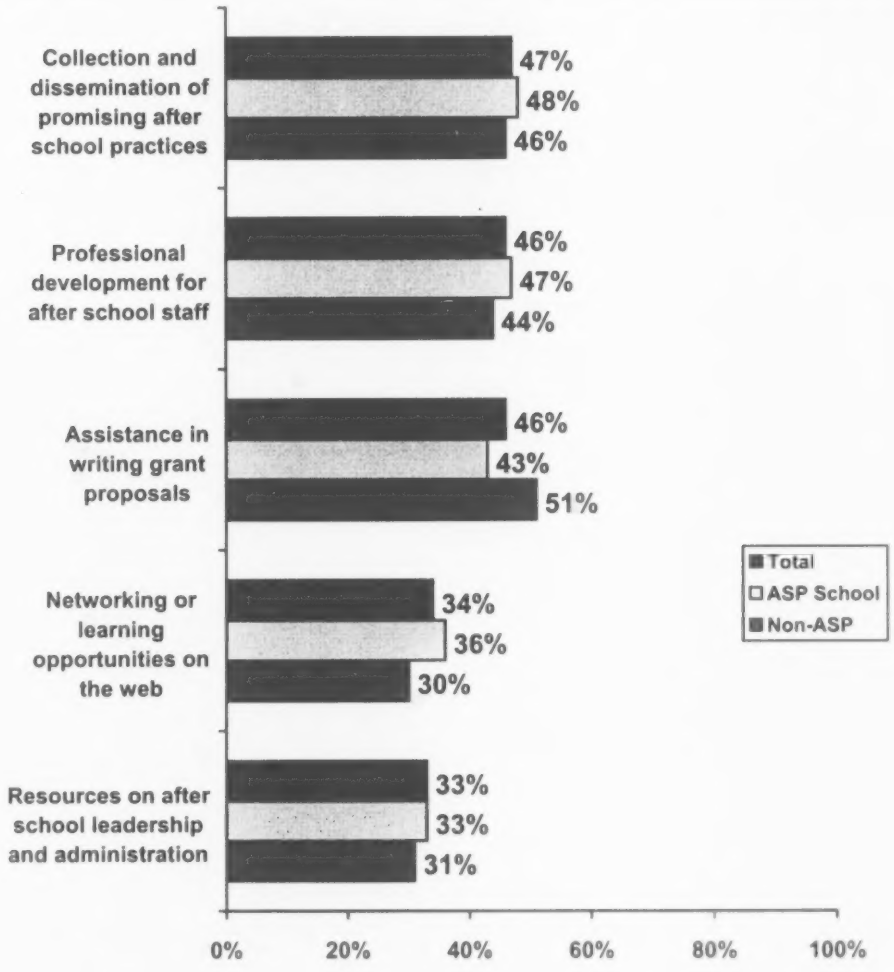
- Networking or learning opportunities on the web (36%; 30%)
- Resources on after-school leadership and administration (33%; 31%)

Principals more likely than others to welcome NAESP help in the different areas are:

- Those from high-poverty schools; and
- Those who have recently established a program at their schools.

Principals without a program at their schools are more likely than others to find assistance in writing grant proposals to be "very" helpful.

How Can NAESP Help?



Q50, Q66. I am going to read you a list of resources that NAESP might provide/for school considering starting an after-school program. Please tell me how helpful each of these resources would be to the after-school program: Would it be very helpful, somewhat, not very, or not at all helpful for the after-school program at your school?

How Can NAESP Help?

Q50/Q66. I am going to read you a list of resources that NAESP might provide. Please tell me how helpful each of these resources would be to the ASP?

- Resources on after-school leadership and administration
- Professional development for after-school staff
- Networking or learning opportunities on the web
- Collection and dissemination of promising after-school practices
- Assistance in writing grant proposals

(% saying "very helpful")	Promising ASP practices	Prof. dev. for ASP staff	Assis-tance writing grants	Networking opp. on the web	Resources on after-school leadership
Total	**47%**	**46%**	**46**	**34%**	**33%**
NAESP Member	47%	45%	44	35%	33%
Non-member	47%	47%	47	34%	33%
School Size					
<300	44%	47%	45	34%	35%
300-500	51%	48%	49	37%	32%
500+	46%	43%	43	33%	32%
% Receiving Free Lunch					
<25	39%	36%	36	27%	26%
26-50	51%	48%	43	34%	33%
51+	52%	52%	58	41%	38%
Years in Operation					
<3 years	51%	47%	50	37%	40%
3-5 years	52%	48%	46	38%	34%
6+ years	42%	46%	36	35%	29%
Number of Students in ASP					
<25	49%	46%	39	39%	34%
26-51	45%	44%	38	34%	29%
51+	48%	49%	48	36%	36%
Grade Level					
PK/K-5	54%	49%	42%	39%	38%
PK/K-8	40%	42%	43%	33%	28%
5-8	52%	54%	46%	44%	35%

12. Key Audiences

NAESP members and non-members:

Although there are many similarities between NAESP member and non-member principals and their ASPs, there are some notable differences.

- NAESP members are more likely to say their ASP is "very successful" (64%) than non-members (51%). Non-members are more likely to volunteer that the biggest success of their program is academic improvement (40%). Not surprisingly, we find non-member schools report focusing on academic subjects and help with homework (78%) more so than NAESP member schools (69%).

- Non-member programs serve older, larger and poorer populations. They are geared more toward 5-8 graders (21%) when compared with member programs (five percent). Non-member programs are more likely to have more than thirty percent of students who receive free lunch (49%) than member programs (33%), and tend to have more students (mean of 72 students "regularly attending") than member programs (57 students). Additionally, non-member principals are more likely to be the administrator of the program (44%) than NAESP member principals (31%).

- Member principals are more likely to have ASPs that require students to pay a fee or tuition (58%) than non-member principals (43%), but overall, their major sources of funding are not very different.

- Non-member principals are more likely to be considering expanding their ASP to include more activities (67%) than NAESP member principals (50%).

Percent receiving free lunch:

Wealthy schools' principals are more focused on providing a place for children to be after school, while those in low income schools are focused on using the after school time to improve student achievement.

- While most principals describe their ASPs as successful, those in wealthier schools are among the most likely to describe their programs as "very successful" (69%). Principals in wealthier schools volunteer their programs being a safe haven as the biggest success of their program (31%), while principals in high-poverty schools cite academic improvement as the biggest success (49%).

- Principals in high-poverty schools are more likely than principals in other schools to say their ASPs have accomplished "a great deal" to improve the school's relationship with racial and ethnic groups (22%); relationships with community organizations (36%); and especially to improve academic performance (44%).

- While more than half of all schools at every poverty level include help with homework as a major part of their ASP, schools with more than 51% of students receiving free lunch are most likely to also include reading enrichment (74%), math (67%), computer and technology instruction (42%), standardized test preparation (33%), science (26%), and accommodations for bilingual students (25%) as a "major part" of their program. At the other end of the spectrum, schools with less 25% of students receiving free lunch are the most likely to include sports and recreation as a "major part" of their ASP (60%).

ASPs at less affluent schools have larger enrollments but are open fewer hours and days of the week than are those at wealthier schools.

- High-poverty schools have more students in their programs (mean of 78 students) than wealthier ones (mean of 60 students).

- Principals in wealthier schools are more likely to report that their programs run later in the evening and are open five days a week (77% compared to 50%).

Funding is a key concern for high-poverty schools.

- Not surprisingly, a major barrier for high-poverty schools is the lack of money to expand the ASP (45%).

- Fees and tuition are a major source of funding for wealthier schools (52%). High-poverty schools are more likely to rely on federal government funding to keep their ASPs running (32%).

- Principals in high-poverty schools are among the most receptive to the resources that NAESP could provide them to improve or expand their ASP such as assistance in writing grants (58%), information about promising ASP practices (52%), and professional development for ASP staff members (52%).

Years in operation:

The years an ASP has been in operation also highlights some differences in ASPs, their services, and their direction.

- Principals with ASPs in operation for six years or more are most likely to classify their program as "very successful" (70%), and "extremely important" (81%). They also are most likely to count among their biggest successes the safe haven their ASP provides (32%), while newer programs, operating for three years or less, say academic improvement is their greatest achievement to date (46%).

- Similarly, we find newer programs geared more toward academic results and older programs seeking social results as well as academic. Principals with newer programs are most likely to say that a major part of their programs includes helping students with homework (80%), reading enrichment (73%), math (62%), computers (82%), and a library (79%), while principals with older programs are most likely to say their program includes sports and recreation (58%), a playground or gymnasium (92%), and conflict resolution (25%).

- Principals with older programs also are more likely to value the connection their program has made with parents (53%), whereas principals with newer programs are likely to appreciate the academic value of their program (43%).

- Newer programs are most likely to have more than 31% of their students who attend the program receiving free lunch (54%).

- Older programs are open for longer hours (85% open from 3-6 pm) and more days per week (81% open from 5 days a week) than newer programs.

- While most principals share the same challenges to their ASPs, principals with older programs are most likely to cite staffing challenges (39%). Principals with newer programs are more likely than others to cite transportation as a problem (24%) and funding as a barrier to expanding their program (40%).

- Older programs are much more likely to require a fee for the ASP (73%) than their newer counterparts (26%), and to say that fees are their primary source of funding (50%). Newer programs are more likely than others to have federal (33%) or state (25%) government funds as their chief source of funding.

- Principals with newer programs are more likely to welcome help from NAESP including assistance with writing grants (50%) and resources on after-school leadership (40%).

Grade level:

Finally, looking at the grade levels served by ASPs reveals some differences in how ASPs are planned and administered.

- ASPs that serve grades 5-8 are most likely to count academic improvement as the biggest success of their program (52%).

- It follows that programs for grades 5-8 are more likely to offer help with homework (90%), math (75%), science (31%), and developing leadership skills (25%), as well as resources such as computers (93%), a library (86%), and Internet access (85%). Programs for grades PK/K-5 are more likely to offer a playground or gymnasium (86%), and a television and VCR as resources (90%).

- Lack of staff members is more likely to be a problem for programs serving grades PK/K-5 (35%) and PK/K-8 (34%), while programs for grades 5-8 are more likely to have transportation (37%) and attendance (21%) problems.

- The major source of funding for ASPs for grades 5-8 is government funds (70%), whereas the other programs rely on a mix of fees and government funding.

Appendix: Questionnaire and response total

BELDEN RUSSONELLO & STEWART

RESEARCH AND COMMUNICATIONS

National Survey on K-8 Public School Principals

June 2001

Interviewing conducted from May 24, 2001 through June 18, 2001
N=800 principals of K-8 public schools
including 400 NAESP members and 400 non-members.
Percents may add to 99% or 101% due to rounding.
* indicates less than 1%, -- indicates zero.

Hello, this is _____. I am an interviewer with Belden Opinion Research and we are conducting a survey for the National Association of Elementary School Principals. May I please speak to _____?

IF NOT AVAILABLE: Is there a better number for her/him?
Also may I leave a number for her/him to call me back? It is 800- - .
WHEN PRINCIPAL IS ON LINE, IF NOW IS NOT CONVENIENT, ARRANGE CALL BACK TIME AND PHONE NUMBER.
The survey I am helping conduct is for the National Association of Elementary School Principals among elementary school principals nationwide. Your name was selected as part of a random, representative sample of principals in the US. The survey will take about 15 to 20 minutes and we would really love to have your opinions, which will be completely confidential.

---

1. Does your school or school district offer a before-school or an after-school program for students?

	Total	Member	Non
NO PROGRAM	32%	32%	32%
HAVE ONLY BSP	2	2	1
YES, HAVE ASP	40	36	44
HAVE BOTH ASP AND BSP	27	30	23

IF PRINCIPAL HAS BOTH AN AFTER SCHOOL AND A BEFORE-SCHOOL PROGRAM, SAY: The following questions refer primarily to the after-school program and not the before school program you offer....

(Based on all principals)

1a. Is it located at your school or another location?

	Total	Member	Non
ASP AT SCHOOL	63%	63%	64%
ASP ANOTHER SCHOOL	3	4	3
NO ASP	34	34	33

(Based on 532 principals who have ASP)

1a. Is it located at your school or another location?

	Total	Member	Non
ASP AT SCHOOL	95%	95%	96%
ASP ANOTHER SCHOOL	5	5	4

(Based on 532 principals who have ASP)

2. Who is responsible for the administration of the after-school program: you, (the school principal), one of your teachers, a director hired by the school or the school district, a private provider or an agency, volunteers, or someone else (SPECIFY)?

	Total	Member	Non
PRINCIPAL [SKIP TO Q4]	37%	31%	44%
DIRECTOR	25	25	26
ONE OF THE TEACHERS	12	11	13
PRIVATE PROVIDER	18	23	13
VOLUNTEERS	1	1	*
PARK SERVICE/OTHER ORG	4	7	1
SOMEONE ELSE (SPECIFY)	3	3	2

1320 19TH STREET, N.W. • SUITE 700 • WASHINGTON, D.C. 20036
T: 202-822-6090 • F: 202-822-6094 • E-MAIL: BRS@BRSPOLL.COM

(Based on 333 principals who are not the administrators of ASP)

3. How much involvement do you have with the after-school program: a great deal, some, not very much, or none at all?

	Total	Member	Non
GREAT DEAL	15%	14%	16%
SOME	46	46	47
NOT VERY MUCH	33	35	32
NONE AT ALL	5	5	5

(Based on 532 principals who have ASP)

4. Given all the program needs your school has, how important would you say it is for your school to maintain an after-school program: Extremely important, somewhat important, not very, or not at all important?

	Total	Member	Non
EXTREMELY IMPORTANT	77%	75%	78%
SOMEWHAT IMPORTANT	22	23	21
NOT VERY	1	2	1
NOT AT ALL	--	--	--
DK/REFUSE	--	--	--

(Based on 532 principals who have ASP)

5. Would you say that the after-school program your school offers is very successful, somewhat successful, just ok, somewhat unsuccessful, or very unsuccessful?

	Total	Member	Non
VERY SUCCESSFUL	57%	64%	51%
SOMEWHAT SUCCESSFUL	34	26	42
JUST OK	7	8	6
SOMEWHAT UNSUCCESSFUL	*	*	*
VERY UNSUCCESSFUL	*	*	--
DK/REFUSE	1	1	1

(Based on 532 principals who have ASP)

6. In your view what are the biggest challenges facing your school's after-school program? [OPEN END]

	Total	Member	Non
NOT ENOUGH STAFF	32%	33%	31%
LACK OF FUNDING/ FINANCE/MONEY	18	20	16
TRANSPORTATION	18	14	22
KEEP STUDENTS INTRSTD	12	12	12
LACK OF SPACE/FACILITIES	11	14	8
GET STUDENTS TO ATND	9	11	8
COMMUNICATION B/T SCHOOL AND PARENTS	7	5	9
FEES/PRNTS CAN'T AFFORD	4	5	4
TOO MANY STUDENTS	3	4	3
NO PROBLEMS	2	3	2
MISCELLANEOUS	9	9	8
DK	1	*	2

(Based on 532 principals who have ASP)

7. What do you consider the biggest successes of your school's after-school program? [OPEN END]

	Total	Member	Non
IMPRVMNT IN ACADEMICS	34%	28%	40%
SAFE HAVEN FOR KIDS	26	27	24
STAFF/ONE-ON-ONE ATTN	11	11	10
FOCUS ON SPECIFIC ACTIVITIES (COMPUTERS ETC.)	11	12	9
POPULARITY WITH PARENTS/ HELPS PARENTS	10	15	6
HELP WITH HOMEWORK	9	8	10
RATE OF PARTICIPATION	8	8	9
POPULARITY W/ STUDENTS	6	9	2
IMPRV SELF-ESTEEM/ SOCIALIZATION	5	4	5
INEXPENSIVE DAY CARE	3	5	1
MISC	8	6	9
DK	1	1	*

8. *(Based on 532 principals who have ASP)* How much has the after-school program accomplished _____ a great deal, some, just a little, or not at all?

		Great deal	Some	Just a little	Not at all	DK/ REF
Helping the school connect with parents	**Total**	45%	42	9	3	1
	Member	45%	40	10	5	1
	Non	44%	45	9	1	*
Making the school more visible in the community	**Total**	33%	40	14	11	1
	Member	32%	37	17	11	3
	Non	34%	43	11	11	*
Improving school's relationship with racial and ethnic groups in the community	**Total**	17%	36	12	26	10
	Member	13%	31	14	28	14
	Non	20%	40	10	24	5
Improving school's relationship with community organizations	**Total**	26%	42	14	16	2
	Member	24%	40	16	17	3
	Non	27%	44	11	16	1
Improving student school attendance	**Total**	21%	39	11	18	11
	Member	18%	40	12	15	15
	Non	23%	37	10	21	8
Improving student academic performance	**Total**	35%	44	10	7	5
	Member	34%	41	11	8	6
	Non	35%	47	10	6	3

(Based on 532 principals who have ASP)
9. What hours is the after-school program usually open on school days:

	Total	Member	Non
2pm-4pm	10%	7%	13%
3.30pm-4.30 pm	19	18	19
3pm-6pm	71	74	68
DK/REF	--	--	--

(Based on 532 principals who have ASP)
10. How many days of the week is the after-school program open?

	Total	Member	Non
1-2 DAYS	9%	9%	9%
3-4 DAYS	28	25	30
5 DAYS	62	64	59
MORE	1	*	1
OTHER (SPECIFY)	1	1	1

(Based on 532 principals who have ASP)
11. What grade levels are served by the program?

	Total	Member	Non
PRE-K/K-3	4%	4%	4%
PREK/K-5	41	52	31
PREK/K-6	26	29	22
PREK/K-8	12	10	15
GRADES 5-8	13	5	21
OTHER	3	*	6

(Based on 532 principals who have ASP)
12. How many students from your school regularly attend the **after-school program**? An estimate is fine.

	Total	Member	Non
<15	11%	13%	9%
16-25	15	16	15
26-50	33	34	31
51-75	13	12	13
75-100	12	11	13
Over 100	15	12	18
DK/REFUSE	2	3	1

(Based on 532 principals who have ASP)
13. And what percent of the children in the **after-school program** receive free or reduced price lunch? An estimate is fine.

	Total	Member	Non
<10%	18%	17%	20%
11-20	5	6	4
21-30	3	2	4
31%+	41	33	49
DK/REF	33	43	22

(Based on 532 principals who have ASP)
13a. What percent of the children **at your school** receive free or reduced price lunch? An estimate is fine.

	Total	Member	Non
<10%	18%	16%	21%
11-20	8	11	4
21-30	11	12	10
31%+	60	57	64
DK/REF	3	5	1

(Based on 532 principals who have ASP)
14. Is the after-school program open to *all* students at your school, or is participation in the program limited?

	Total	Member	Non
OPEN TO ALL	78%	80%	76%
PARTICIPATION LIM'TD	22	20	24
DK	*	*	*

(Based on 117 principals who said participation is limited in Q14)
15. IF LIMITED: Who can attend? [OPEN END]

	Total
STUDENTS WHO REQUIRE TUTORING OR REMEDIATION	44%
STUDENTS IN CERTAIN GRADES	22
ONLY THOSE WE CAN ACCOMMODATE	19
LOW-INCOME STUDENTS	3
STUDENTS WHO CAN PAY	3
OTHERS	9

(Based on 532 principals who have ASP)
16. Currently, can you accommodate all the students who want to attend the after-school program or are some students turned away?

	Total	Member	Non
YES	74%	73%	76%
NO	25	26	24
DK	1	1	1

(Based on 532 principals who have ASP)
17. Currently, do you have children with physical or learning disabilities in your program?

	Total	Member	Non
YES	89%	89%	88%
NO	10	9	10
DK	2	2	1

(Based on 532 principals who have ASP)
18. Are some students required to attend the after-school program for extra help with school work or other reasons? IF YES: Who are they?

	Total	Member	Non
YES	16%	11%	22%
NO	83	89	78
DK	*	*	*

(Based on 86 principals who said yes in Q18)
18a. IF YES IN Q18: Who are they?

	Total
REMEDIATION	79%
STUDENTS AT RISK	7
SPECIAL NEEDS	2
OTHER SKILLS	2
ANY STUDENT	9

(Based on 532 principals who have ASP)
19. Do students have to register to attend the after-school program or can they participate as walk-ins?

	Total	Member	Non
HAVE TO REGISTER	83%	90%	77%
WALK-INS	16	10	22
DK/REFUSE	*	--	1

19b. *(Based on 532 principals who have ASP)* Are you considering expanding the after-school program to include:

		Yes	No	DK/REF
More students	Total	46%	48	5
	Member	45%	48	7
	Non	48%	48	4
More days of the week	Total	11%	86	3
	Member	10%	86	3
	Non	13%	85	2
Longer hours	Total	14%	83	3
	Member	14%	82	5
	Non	13%	85	1
More activities or instruction	Total	59%	36	5
	Member	50%	42	8
	Non	67%	30	3

19c. *(Based on 532 principals who have ASP)* How much does each of the following stand in the way of your school expanding an after-school program: a great deal, some, not very much or not at all?

		Great deal	Some	Not very much	Not at all	DK/ REF
lack of money to expand program	Total	35%	21	5	36	2
	Member	32%	19	5	43	2
	Non	38%	24	6	29	1
lack of need or demand	Total	8%	17	11	63	1
	Member	8%	17	9	66	1
	Non	9%	17	13	60	1
lack of staff	Total	21%	28	8	40	1
	Member	22%	24	9	44	2
	Non	21%	33	8	37	1
lack of room or sufficient facilities	Total	18%	18	8	55	*
	Member	18%	21	8	54	*
	Non	18%	16	9	57	*
liability risks	Total	2%	9	12	75	1
	Member	1%	5	10	83	1
	Non	3%	13	15	67	1
other priorities more important right now	Total	9%	20	11	57	3
	Member	9%	17	9	61	4
	Non	9%	23	12	54	2

(Based on 532 principals who have ASP)

20. Has the after-school program been running for less than three years, three to five years, six to ten years, or longer?

	Total	Member	Non
LESS THAN 3 YEARS	29%	30%	28%
3-5 YEARS	30	28	31
6-10 YEARS	25	28	22
LONGER	15	13	17
DK/REF	1	1	1

21. *(Based on 532 principals who have ASP)* To what extent would you say the decision to offer an after-school program was driven by …? Would you say a great deal, some, not very much, or not at all?

		Great deal	Some	Not very much	Not at all	DK/ REF
a) parents?	Total	41%	35	10	11	3
	Member	39%	35	10	11	4
	Non	42%	34	10	11	2
b) State mandate?	Total	8%	12	8	67	6
	Member	6%	9	9	68	8
	Non	10%	15	6	65	4
c) District mandate?	Total	18%	15	8	55	4
	Member	16%	9	10	60	6
	Non	20%	20	7	51	1
d) your own personal interest?	Total	52%	27	3	16	2
	Member	52%	26	4	15	2
	Non	51%	29	2	17	1
e) School staff interest?	Total	28%	39	8	21	2
	Member	27%	38	10	22	3
	Non	30%	41	7	21	1
f) the availability of funds?	Total	34%	26	8	28	4
	Member	30%	23	9	34	4
	Non	38%	29	7	22	4

22. *(Based on 532 principals who have ASP)* Please tell me if any of the following were involved in the initial planning of the after-school program:

		Yes	No	DK
a) The school staff?	Total	79%	14	6
	Member	74%	16	10
	Non	84%	13	3
b) The district staff?	Total	65%	28	7
	Member	67%	24	9
	Non	63%	32	4
c) Parents?	Total	71%	21	8
	Member	69%	19	12
	Non	73%	22	5
d) Community members?	Total	57%	34	9
	Member	54%	34	11
	Non	60%	34	6
e) local religious organizations?	Total	15%	76	9
	Member	13%	75	12
	Non	18%	76	6

		Yes	No	DK
f) Other community organizations?	**Total**	42%	50	8
	Member	40%	49	11
	Non	44%	52	4
g) You, the principal	**Total**	80%	16	4
	Member	77%	18	5
	Non	82%	15	3
h) Any one else? (SPECIFY)	**Total**	14%	81	5
	Member	10%	81	8
	Non	18%	79	3

(Based on 75 respondents who mention "someone else" in Q22h)	**Total**
STUDENTS	*25%*
OTHER	*25*
SCHOOL BOARD/SUP'DENT	*21*
LOCAL GOV'T/BOARD OF ED.	*11*
UNIVERSITY	*9*
PRIVATE PROVIDER	*8*

(Based on 532 principals who have ASP)

23. Who if anyone is involved in an ongoing planning or oversight group for the after-school program? [MULTIPLE RESPONSES ACCEPTED] [READ CODES IF NECESSARY]

	Total	**Member**	**Non**
PRINCIPAL	56%	50%	62%
THE SCHOOL STAFF	48	45	51
THE DISTRICT STAFF	41	40	42
PARENTS	27	25	28
OTHER COMM ORG	19	22	16
COMMUNITY MEMBERS	14	12	15
LOCAL RELIG ORG.	4	1	6
PRIVATE PROVIDER	4	3	6
SCHOOL BOARD	3	3	3
OTHER GOV'T AGENCY	2	3	2
OTHERS (SPECIFY)	6	6	7

24. *(Based on 532 principals who have ASP)* Please tell me if your after-school program includes each of these: IF YES, Is that a major or a minor part of your program?

		Major part	Minor part	Not a part	DK
a) Community service and citizenship?	**Total**	13%	34	50	3
	Member	11%	38	49	2
	Non	15%	30	51	4
b) Recreation and sports?	**Total**	45%	33	22	*
	Member	49%	31	19	*
	Non	41%	34	25	*
c) Help with homework or tutoring?	**Total**	74%	22	4	1
	Member	69%	28	3	*
	Non	78%	16	5	1
d) literacy and reading enrichment?	**Total**	59%	26	14	1
	Member	57%	27	15	1
	Non	61%	24	14	1

		Major part	Minor part	Not a part	DK
e) Math?	**Total**	53%	32	14	2
	Member	49%	35	15	1
	Non	57%	28	13	2
f) Science?	**Total**	21%	48	30	1
	Member	22%	49	28	1
	Non	20%	46	33	1
g) Art, music, drama, dance?	**Total**	21%	42	36	1
	Member	18%	43	38	2
	Non	24%	40	35	*
h) Standardized test preparation?	**Total**	15%	28	57	1
	Member	12%	24	64	1
	Non	18%	33	49	*
i) Does it include accommodations for bilingual students or ELL students?	**Total**	13%	29	56	2
	Member	9%	29	60	2
	Non	16%	29	52	3
j) Conflict resolution?	**Total**	18%	31	50	1
	Member	16%	31	52	1
	Non	20%	31	49	1
k) Does it provide guidance and counseling services?	**Total**	8%	20	71	1
	Member	7%	18	74	1
	Non	9%	23	67	*
l) Developing students' leadership skills?	**Total**	16%	34	49	1
	Member	11%	32	56	1
	Non	21%	36	42	1
m) What about health and wellness education?	**Total**	10%	34	55	1
	Member	8%	34	57	1
	Non	12%	34	53	1
n) Computers and technology instruction?	**Total**	30%	32	37	*
	Member	33%	28	38	*
	Non	27%	36	36	*
o) Programs for the gifted and talented?	**Total**	8%	25	67	*
	Member	7%	21	72	*
	Non	9%	28	63	--
p) Special education programs?	**Total**	7%	29	64	1
	Member	4%	27	68	*
	Non	9%	31	59	1
q) Any other academic areas not covered so far? IF YES: SPECIFY	**Total**	4%	1	95	1
	Member	4%	1	94	1
	Non	3%	1	96	*

(Based on 532 principals who have ASP)

25. Currently, is there a strategy in place for linking after-school learning activities with the students' school-day classroom learning?

	Total	Member	Non
YES	67%	66%	69%
NO	32	33	30
DK/REF	1	1	*

26. *(Based on 532 principals who have ASPs)* Which of the following resources is provided for students at the after-school program?

		YES	NO	DK/ REF
a) Computers	**Total**	72%	27	1
	Member	70%	29	*
	Non	74%	26	1
b) Internet access	**Total**	62%	37	1
	Member	63%	36	*
	Non	61%	38	1
c) A library	**Total**	71%	29	--
	Member	69%	31	--
	Non	73%	27	--
d) Playground or gymnasium	**Total**	83%	17	--
	Member	86%	14	--
	Non	81%	19	--
e) TV/VCR	**Total**	86%	14	*
	Member	88%	12	--
	Non	84%	15	*

(Based on 532 principals who have ASP)
27. In addition to the after-school program for students, does your school or school district offer services or classes for parents or other adults in the community?

	Total	Member	Non
YES	63%	63%	63%
NO	37	36	37
DK	*	1	--

(Based on 532 principals who have ASP)
28. What is the approximate annual budget of your after-school program?

	Total	Member	Non
<$1,000	7%	10%	4%
$1,000-$5,000	9	9	10
$5,000-$10,000	6	5	7
$11K-$25K	12	9	15
$26K-$50K	6	4	7
$51K-$100K	7	6	7
$100K+	5	4	7
DK/REFUSE	47	53	42

(Based on 532 principals who have ASP)
29. What would you say is the average per-student cost of the after-school program?

	Total	Member	Non
<$25	15%	16%	14%
$26-$50	5	2	7
$51-$100	6	4	7
$101-$250	5	6	4
$251-$500	5	4	6
$501-$1,000	3	3	4
$1,001-$2500	5	6	4
$2501+	2	3	1
DK	54	56	51

(Based on 532 principals who have ASP)
30. Do students have to pay a fee or tuition to participate in the after-school program?

	Total	Member	Non
YES, FEE	50%	58%	43%
NO FEE	49	42	57
DK	*	--	1

(Based on 268 principals who have ASP and have a fee) Q31. Approximately, how much is the fee: (Weekly fee)	Total	Member	Non
Under $25	36%	27	47
$26-$50	15	16	13
$51-$100	9	8	10
$101+	2	2	1
Unspecified	4	3	6
DK/REF	34	42	24

(Based on 268 principals who have ASP and have a fee) 31b. Do you have tuition assistance or a sliding scale of fees for those students who cannot afford it?	Total	Member	Non
YES	69%	73%	64%
NO	25	20	31
DK/REF	6	7	5

32. *(Based on 532 principals who have ASPs)* Please tell me if any of the funding for the school's after-school program comes from each of the following sources:

		YES	NO	DK/ REF
Federal government funding?	**Total**	38%	51	11
	Member	32%	55	13
	Non	44%	46	9
(Based on 203 principals who receive federal funding for ASP): Are you a 21st century community learning center?	**Total**	27%	69	4
	Member	26%	69	5
	Non	27%	69	4
State government funding?	**Total**	37%	50	13
	Member	34%	51	14
	Non	40%	49	11
Local government funding?	**Total**	33%	57	9
	Member	33%	58	9
	Non	33%	57	10
Foundations?	**Total**	14%	76	10
	Member	13%	77	10
	Non	16%	75	9
Religious organizations?	**Total**	5%	88	8
	Member	5%	87	8
	Non	5%	88	7
Community based organizations?	**Total**	21%	71	8
	Member	22%	69	9
	Non	20%	74	6
Corporations and businesses?	**Total**	12%	79	8
	Member	11%	80	9
	Non	14%	79	7
School fund-raising activities?	**Total**	14%	81	5
	Member	10%	83	7
	Non	18%	78	4
Any other source(s)? (SPECIFY)	**Total**	19%	76	6
	Member	19%	74	7
	Non	18%	78	4

(Based on 43 principals receiving funding from "other sources")	Total
PRIVATE DONATIONS/GRANTS	*51%*
OTHER	*49*

(Based on 532 principals who have ASP)

33. Including student fees and tuition, which of these is the main source of funding for the after-school program? [READ CODES IF NECESSARY]

	Total	Member	Non
FEES/TUITION	33%	37%	29%
FED GOV'T FUNDING	19	18	19
STATE GOV'T FUNDING	17	15	18
LOCAL GOV'T FUNDING	12	11	13
FOUNDATIONS	2	2	3
RELIGIOUS ORGS	1	1	*
COMM BASED ORGS	3	3	3
CORP. AND BUSINESSES	1	1	1
SCHOOL FUND-RAISING	1	*	2
ANY OTHER SOURCE(S)	6	6	6
DK/REFUSE	6	7	5

(Based on 532 principals who have ASPs)

34. Thinking about the staff that helps to run the program at your school, How many of them are:

		Total	Member	Non
your regular classroom school-day teachers?	NONE	40%	49%	31%
	1-5	28	27	29
	6-10	17	13	21
	11+	14	9	18
	DK/REF	2	2	1
other paid staff	NONE	33	29%	38%
	1-5	50	57	43
	6-10	11	9	12
	11+	4	3	4
	DK/REF	2	3	2
parents and/or volunteers?	NONE	65%	66%	64%
	1-5	22	20	24
	6-10	6	8	5
	11+	4	4	4
	DK/REF	3	3	3
bilingual?	NONE	68%	73%	63%
	1-5	26	22	30
	6-10	2	1	2
	11+	1	1	2
	DK/REF	3	3	3
	Mean	1	*	1
TOTAL STAFF	1-5	29%	31	26
	6-10	16	17	15
	11+	19	14	23
	UNSURE	36	37	36

(Based on 199 principals who administrate the ASP)
35. Is there a minimum education qualification for the paid staff at your after-school program? IF YES: What would that be?

	Total	Member	Non
HS DEGREE	29%	30%	29%
COLLEGE DEGREE	8	6	8
MASTERS DEGREE	1	2	--
TEACHING CERT.	37	30	42
NO MINIMUM	23	32	17
DK/REFUSE	2	--	3

(Based on 199 principals who administrate the ASP)
36. Now, thinking about the director of your school's after-school program, what was the last grade of school he/she completed?

	Total	Member	Non
COLLEGE	2%	2%	2%
GRADUATE SCHOOL	13	14	13
DON'T KNOW	85	84	86

(Based on 199 principals who administrate the ASP)
37. How long has he/she been the director -- for less than three years, three to five years, six to ten years, or longer?

	Total	Member	Non
LESS THAN 3 YEARS	43%	47%	40%
3-5 YEARS	27	21	31
6-10 YEARS	17	16	18
10+ YEARS	13	16	10
DK/REFUSE	1	--	1

(Based on 199 principals who administrate the ASP)
38. Before starting this job, would you say she/he had a lot of prior relevant experience, some, just a little, or no relevant experience?

	Total	Member	Non
A LOT	65%	57%	70%
SOME	21	23	19
JUST A LITTLE	7	9	6
NO RELEVANT EXP.	7	11	4
DK/REFUSE	1	--	1

(Based on 199 principals who administrate the ASP)
39. Is there a formal evaluation process for your after-school program?

	Total	Member	Non
YES	48%	46%	49%
NO (SKIP TO Q43)	52	54	51

(Based on 95 principals who have formal evaluation of ASP)
40. How often is an evaluation carried out: twice a year, once a year, or less often than that?

	Total
TWICE A YEAR	37%
ONCE A YEAR	59
LESS OFTEN	2
DK/REFUSE	2

(Based on 95 principals who have formal evaluation of ASP)
41. Who evaluates the program: you, the district, the state, or someone else? [MULTIPLE RESPONSES ACCEPTED]

	Total
SCHOOL PRINCIPAL	56%
DISTRICT	29
STATE	4
SOMEONE ELSE	38
DK/REFUSE	1

42. *(Based on 95 principals who have formal evaluation of ASP)* And what kind of information is used to evaluate the after-school program overall:

		Yes	No	DK/REF
Feedback from regular class room teachers	Total	78%	22	--
Feedback from parents	Total	82%	15	3
Feedback from students	Total	72%	27	1
Attendance at the after-school program	Total	77%	22	1
Measurable student outcomes?	Total	64%	33	3

(Based on 61 respondents who use "measurable student outcomes" to evaluate ASP): What would those be?

	Total
TEST SCORES	56%
GRADES	48
ATTENDANCE	26
SURVEY OF PARENTS/STUDENTS	30
EVAL. BY TEACHER	5
INFORMAL EVAL.	8
OTHER	25
NEEDS MET/INTEREST	13
ALL OF ABOVE	3

Now I have a few questions about evaluating the staff at your school's after-school program.

(Based on 199 principals who administrate the ASP)
43. Is there a formal evaluation process for the staff at the after-school program that is at least annual?

	Total	Member	Non
YES	39%	40%	38%
NO (SKIP TO Q45)	61	59	62
DK/REFUSE	1	1	--

(Based on 77 principals who have formal evaluation for staff)
44. Who evaluates the staff: you, the director, or someone else? [MULTIPLE RESPONSES ACCEPTED]

	Total
SCHOOL PRINCIPAL	79%
DIRECTOR	19
SOMEONE ELSE (SPECIFY)	10

(Based on 199 principals who administrate the ASP)
45. Is the staff of the after-school program expected to participate in periodic professional development?

	Total	Member	Non
YES	77%	68%	83%
NO (SKIP TO Q49)	23	32	17

(Based on 153 principals who say staff participate in professional development)
46. Do they participate in professional development on their own time and with their money, or does the school pay for or provide the staff's professional development?

	Total	Member	Non
PARTICIPATE AND PAY FOR ON THEIR OWN	17%	20%	15%
SCHOOL PAYS/PROVDS	82	80	84
REFUSE	1	--	1

(Based on 153 principals who say staff participate in professional development)
47. Are there any incentives to encourage staff participation in professional development programs?

	Total	Member	Non
YES	69%	69%	68%
NO	30	31	30
DK/REFUSE	2	--	2

(Based on 153 principals who say staff participate in professional development)
48. Are the after-school program staff included in professional development activities that are conducted for the regular school staff?

	Total	Member	Non
YES	91%	91%	91%
NO	8	9	8
DK	1	--	1

49. *(Based on 199 principals who administrate ASP)* Which of the following resources is available for the staff at the after-school program to use?

		YES	NO	DK/REF
a) Computers?	**Total**	95%	5	--
	Member	95%	5	--
	Non	96%	4	--
b) Internet access?	**Total**	88%	12	--
	Member	90%	10	--
	Non	87%	13	--
c) A library containing teaching materials and other professional development resources?	**Total**	91%	9	--
	Member	93%	7	--
	Non	91%	9	--

50. *(Based on 532 principals who have ASPs)* I am going to read you a list of resources that NAESP (National Association of Elementary School Principals) might provide. Please tell me how helpful each of these resources would be to the after-school program: Would it be very helpful, somewhat, not very, or not at all helpful for the after-school program at your school:

		Very helpful	Smwt helpful	Not very helpful	Not at all helpful	DK/ REF
Resources on after-school leadership and administration	**Total**	33%	44	9	13	1
	Member	34%	42	9	14	1
	Non	33%	46	9	12	--
Professional development for after-school program staff	**Total**	47%	36	6	10	1
	Member	44%	35	9	11	1
	Non	50%	36	4	10	1
Networking or learning opportunities on the web	**Total**	36%	42	7	13	1
	Member	37%	42	6	13	2
	Non	36%	43	8	12	1
Collection and dissemination of promising after-school practices	**Total**	48%	41	3	7	1
	Member	47%	41	4	7	1
	Non	48%	40	3	8	1
Assistance in writing grant proposals	**Total**	43%	31	9	16	1
	Member	40%	29	12	17	1
	Non	46%	32	7	14	1

(Based on 532 principals who have ASPs)

51. Is there anything else that you can think of that would be helpful in running your after-school program that NAESP could offer? [OPEN END]

	Total	Member	Non
FINANCIAL HELP	8%	8%	8%
HELP W/ GRANT WRITING	1	1	1
RESOURCE GUIDE FOR ACTIVITIES	3	2	3
SHARING IDEAS W/ ASP	1	1	*
PROMISING PRACTICES	3	5	2
STAFF TRAINING	2	1	3
MISC	2	4	*
NOTHING ELSE	80	78	81

(Based on 532 principals who have ASPs)
52. Would you be interested in receiving further information from NAESP on after-school programs?

	Total	Member	Non
YES	83%	84%	82%
NO	16	16	17
DK	1	*	1

(Based on 532 principals who have ASPs)
53. Would you mind if someone from NAESP called to talk to you more about the after-school program your school offers?

	Total	Member	Non
YES, MIND	26%	23%	29%
NO, WOULD NOT MIND	73	75	70

QUESTIONS FOR NON-ASP SCHOOLS:

(Based on 268 principals who do not have ASPs)
54a. What percent of the children **at your school** receive free or reduced price lunch? An estimate is fine.

	Total	Member	Non
<10%	11%	10%	11%
11-20	12	13	11
21-30	15	18	11
31%+	61	58	65
DK/REFUSE	2	1	2

(Based on 268 principals who do not have ASPs)
54b. Do students at your school attend a community-based after school program?

	Total	Member	Non
YES	32%	34%	30%
NO	66	65	68
DK	1	1	2

(Based on 86 principals where students go to community-based ASP)
55. Where is the after-school program housed: at a community-based organization, church or religious organizations, or some place else? [MULTIPLE CODES ACCEPTED]

	Total
COMM-BASED ORG.	62%
CHURCH OR REL ORG	26
SOME PLACE ELSE	16
DK	1

(Based on 86 principals where students go to community-based ASP)
56. How do students get to the after-school program: Do they get there on their own, are they bussed by your school, does the program they attend provide the transportation, or do they get there some other way (SPECIFY)? [MULTIPLE CODES ACCEPTED]

	Total
GET THEIR ON OWN	43%
BUSSED BY SCHOOL	31
BUSSED BY PROGRAM	30
SOME OTHER WAY	8

(Based on 86 principals where students go to community-based ASP)
57. Currently, is there a strategy in place for linking after-school learning activities to the students' school-day classroom learning?

	Total
YES	43%
NO	53
DK	3

(Based on 268 principals who do not have ASP)
58/59. At this point are you considering starting an after-school program, have you decided against having an after-school program, or haven't you considered the issue?
IF CONSIDERING: Do you have a plan for one in active development now?

	Total
HAVE ONE IN ACTIVE DEVELOPMENT	24%
NO PLAN NOW	19
DECIDED AGAINST	18
NOT CONSIDERED	38
DK	1

(Based on 268 principals who do not have ASP)
60. Given all the program needs your school has, how important would you say it is for your school to establish an after-school program for your students? Extremely important, somewhat important, not very or not at all important?

	Total	Member	Non
EXTREMELY IMP	30%	26%	34%
SOMEWHAT	35	42	27
NOT VERY	23	18	28
NOT AT ALL IMP	11	13	10
DK	1	1	1

(Based on 268 principals who do not have ASP)
61. What are some compelling reasons to have an after-school program? [OPEN]

	Total	Member	Non
KEEP KIDS SAFE	47%	47%	47%
IMPRV ACADEMICS/ TEST SCORES	40	37	44
FOCUS ON SPEC ACTIVITY	12	11	12
HELP PARENTS	9	14	4
HELP WITH HOMEWORK	7	10	5
STAFF/ONE-ON-ONE ATTN	4	1	6
IMPRV STUDENT MORALE/ SELF ESTEEM	3	3	3
INEXPENSIVE DAYCARE	1	3	--
POPULAR W/ KIDS	*	--	1
MISC	8	4	11
NO REASON TO HAVE	7	8	6
DK	3	1	5

(Based on 268 principals who do not have ASP)
62. As far as you know, was there an after-school program offered by your school that has ceased to operate?

	Total	Member	Non
YES	27%	28%	26%
NO	72	71	73
DK	1	1	2

(Based on 72 principals whose schools stopped ASP)
63. Why did it cease? [OPEN END]

	Total
NO FUNDS	46%
INADEQUT PARTICPTN	28
INADEQUATE STAFF	7
TRANPORTATION	3
OTHER PRIORITIES	1
NO NEED	7
DK	8

(Based on 268 principals who do not have ASP)
64. In your opinion, what prevents you or other principals from having an after-school program? [OPEN END]

	Total	Member	Non
LACK OF FUNDING/ FINANCE/MONEY	60%	61%	58%
NOT ENOUGH STAFF	21	21	20
NEED TAKEN CARE OF	12	15	9
LACK OF FACILITIES	10	10	11
TRANSPORTATION	10	8	13
FEES/PARENTS CANNOT AFFORD	1	1	1
GET STUDENTS TO ATND	4	3	5
COMMUNICATION B/T SCHOOL AND PARENTS	1	1	2
NO INTEREST	4	4	5
TOO TIME CONSUMING	4	5	2
MISCELLANEOUS	3	1	5
NO PROBLEMS	1	1	2

65. *(Based on 268 principals who do not have ASP)* How much does each of the following stand in the way of your school offering an after-school program: a great deal, some, not very much or not at all?

		Great Deal	Some	Not very much	Not at all	DK/REF
lack of money to start program	**Total**	71%	11	4	14	1
	Member	73%	12	3	12	1
	Non	68%	10	5	16	2
lack of demand	**Total**	20%	26	13	38	2
	Member	16%	24	15	43	2
	Non	24%	29	11	34	2
lack of staff	**Total**	26%	28	10	33	1
	Member	26%	31	10	32	2
	Non	27%	25	11	35	2
lack of room or sufficient facilities	**Total**	15%	15	7	63	--
	Member	16%	16	1	66	--
	Non	13%	14	13	60	--
liability risks	**Total**	8%	15	13	63	1
	Member	6%	10	13	71	1
	Non	10%	21	13	55	2
other priorities more important right now	**Total**	25%	26	12	36	1
	Member	19%	29	14	38	--
	Non	30%	23	10	33	3

66. *(Based on 268 principals who do not have ASP)* I am going to read to you a list of resources that NAESP (National Association of Elementary School Principals) might provide for schools considering starting an after school program. Please tell me how helpful each of these resources would be to you: Would it be very helpful, somewhat, not very, or not at all helpful for the after-school program at your school:

		Very helpful	Smwt helpful	Not very helpful	Not at all helpful	DK/ REF
Resources on after-school leadership and administration	**Total**	31%	39	14	15	1
	Member	32%	35	17	15	1
	Non	31%	43	11	15	--
Professional development for after-school program staff	**Total**	44%	34	7	15	1
	Member	47%	27	7	18	1
	Non	40%	41	8	11	--
Networking or learning opportunities on the web	**Total**	30%	47	9	12	1
	Member	31%	46	7	14	2
	Non	30%	48	11	11	1
Collection and dissemination of promising after-school practices	**Total**	46%	36	5	11	2
	Member	48%	32	5	13	2
	Non	44%	41	5	9	2
Assistance in writing grant proposals	**Total**	51%	25	6	17	1
	Member	51%	24	6	18	1
	Non	51%	27	6	16	--

(Based on 268 principals who do not have ASP)
67. Is there anything else that you can think of that would be helpful in learning more about after-school programs that NAESP could offer? [OPEN END]

	Total	Member	Non
PROMISING PRACTICES	5%	7%	4%
FINANCIAL HELP	4	4	4
HELP W/ GRANT WRITING	2	3	2
RESOURCE GUIDE FOR ACTIVITIES	2	4	1
SHARING IDEAS	*	--	1
STAFF TRAINING	*	--	1
MISC	1	1	1
NOTHING ELSE	85	82	88

(Based on 268 principals who do not have ASP)
68. Would you be interested in receiving further information from NAESP on after-school programs?

	Total	Member	Non
YES	64%	65%	64%
NO	35	35	36
DK	*	1	--

SCHOOL SIZE

	Total	Member	Non
<300	29%	28%	27%
300-499	33	37	30
500+	38	33	43

REGION

	Total	Member	Non
NORTHEAST	14%	19%	9%
MIDWEST	33	43	22
SOUTH	33	22	43
WEST	21	16	26

Principals and After-School Programs:
A Survey of PreK-8 Principals

Principals and public schools are increasingly stepping in as providers of after-school programming, according to a telephone survey of 800 public school principals nationwide conducted in the spring of 2001, which follows.

Please honor the embargo. For any information on the survey, or to speak with a principal who has a program, please e-mail or call June Million, NAESP's Public Information Director: jmillion@naesp.org 703-684-3345.

For more information including an executive summary, fact sheet, and history of NAESP's involvement in after-school programming, please go to: http://www.naesp/org/afterschool/survey.htm.